

**EFFORTS TO IMPROVE THE LEARNING PROCESS OF READING  
IN CLASS XI IPS OF SMA MUHAMMADIYAH MUNGKID  
IN THE ACADEMIC YEAR OF 2009/2010**

A Thesis

Presented as partial fulfilment of the requirements for the attainment of the  
*Sarjana Pendidikan* degree in English Language Education



Written by

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**2011**

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IN THE ACADEMIC YEAR OF 2009/2010**

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A THESIS

Accepted by the Board of Examiners

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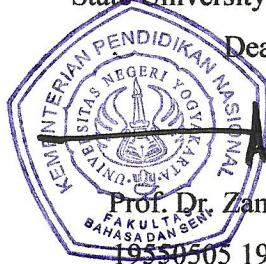


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## STATEMENT

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Apabila terbukti pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, June 2011

Penulis

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## DEDICATIONS

This paper is dedicated to:

1. My parents to whom I express my appreciation for their prayers, support, patience, understanding, love, attention, and everything I need.
2. My brothers and my sisters: *Mz* Joko, *mz* Ilo, *mz* Yudha, *mbak* Tia, and *mbak* Aneu for their prayer and support.
3. My husband, *Mz* Edi Purwanto who always gives me support, help, and always reminds me not to give up.
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6. Dian Arika Sari, thank you very much for your help.
7. All my friends whose names are unintentionally not written down here.

**MOTTO**

**𐌆 Impossible is nothing  
(English Proverb)**

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Finally, I should admit that the thesis is still far from being perfect. However, I hope that it will be useful especially for the improvement of the reading teaching and learning process of senior high school students.

Yogyakarta, June 2011

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**ABSTRACT**

The objective of this study is to describe the planning, implementation, evaluation, and reflection of the actions that were conducted as the efforts to improve the English reading teaching and learning process at SMA Muhammadiyah Mungkid in the academic year of 2009/2010. The researcher and the other research team members worked collaboratively in the procedure of the reconnaissance and action.

There are two main steps of the research, namely, reconnaissance –the steps of identifying the field problems and actions- and the steps of planning, implementing, evaluating, and reflecting the actions. Data of the research are qualitative in nature. The data are in the forms of obstacles, opinions, feelings, preferences, and expectations, of the students and the research team members in the reconnaissance. The research team members collected the data through observations, questionnaires, and interviews. In the action, the researcher together with the English teacher collected the data needed for planning, implementing, evaluating, and reflecting the actions through observations and in-depth interviews. The data collected are presented in the forms of field notes, interview transcripts, and documentations.

There are six feasible field problems to be solved in this research: 1) the students lacked English vocabulary, 2) the students did not like reading English, 3) the students were not interested in learning English, 4) some students talked to each other during the English lesson, 5) the students were bored in the English learning process, and 6) the seating arrangement was not neat and orderly. Some actions executed to solved the problems are: 1) asking the students to bring and use English dictionaries, 2) providing and using authentic texts, 3) conducting and using games, 4) conducting group work, 5) giving rewards, and 6) arranging the chairs. Implementing of the actions shows some positive results: 1) by using English dictionary, the students could find the English words more easily, 2) by providing and using authentic texts, the students were eager to read English texts, 3) by conducting and using games, the students become eager and enthusiastic in learning English, 4) by conducting group work, the students participated more actively in the learning process of reading, 5) by giving rewards, the students became more motivated in the English lesson, and 6) by arranging the chair , the students' seating arrangement became in good order.



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## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Human beings cannot be apart from the reading activity because they can get knowledge and information from this activity. Reading is an important skill. Nowadays, some knowledge and information are in the written forms such as newspapers, magazines, written announcement, etc. The texts are written in English which are used widely in the world because it is an international language. Thus, people have to be able to read English well so that they can absorb the information from the texts.

Realizing that having good English language competence is very important, the Indonesian government gives serious attention to the study of English. The Indonesian government decided that English is a compulsory subject in junior and senior high schools. They donate millions of rupiah to help schools to build language laboratories, to give the English teachers or lecturers scholarships to study abroad and to hold English seminars, etc.

In learning English, the students in senior high schools should master four language skills, namely reading, writing, speaking, and listening. These skills are taught in an integrated way so that at the end of the course, the students will have the ability to communicate in English.

The reading skill in senior high schools is emphasized among those four language skills for several reasons. First, most of the transferred information and news are in written forms like newspapers, magazines, etc. In order to get the

information and knowledge from the texts, the students have to be able to read the English texts well. Second, a mastery of reading skills will help them in achieving the English reading academic purposes because reading is one of the aspects tested national final examination.

### **B. Identification of the Problem**

There are some problems that can be studied concerning the teaching and learning process of reading in SMA Muhammadiyah Mungkid. They are teachers, students, materials, method, time, and facilities. Those problems were found when the researcher observed, interviewed and gave questionnaires to the students and the English teacher in the beginning of the study.

The first problem was related to the teacher. The English teacher of the second grade in SMA Muhammadiyah Mungkid used the course book as the only teaching materials and followed the sequences in each unit without trying to use interesting activities such as games which were suitable and could be used in the class. As a result, the students felt bored and unmotivated during the English teaching and learning process. She was also too busy teaching in other schools until she had no time to find and choose interesting and various English teaching materials. Moreover, she had limited knowledge about how to use technology to help her find and choose the English teaching materials. The next problem related to the teacher is that she taught in low and unclear voices. It made the students not understand her explanation clearly especially the students who sat in the back seats. The situation made the students prefer to chat with their friends than to pay



attention to their teacher and to make loud noise in the class during English teaching and learning process.

The second problem was concerned with the students. First, they were unmotivated to learn English because they thought English was a difficult and uninteresting subject for them. Second, the students lacked English vocabularies and made them difficult to understand and get the information from the English texts. Although they lacked English vocabulary, they were lazy to bring and open an English dictionary, whereas the English dictionary is an important thing to help them to understand difficult or new English words.

The third problem was concerned with the materials. First, the font of the texts was small. Second, some texts were too long and mostly taken from the students' English course book. Third, the tasks were monotonous. Thus, the students became unmotivated to read the texts and felt the activities were boring. The fourth was the limited materials available for the students. Most of the students came from poor families and had no money to buy a course book. As a consequence, they had to borrow and return the book in the library after the teaching and learning process was over. The fifth was the limited course book in the library for all students. As a consequence, they had to share the course books with their friends, one English course book for four up to five students. As the result of these situations, the students had difficulty to concentrate and some were not comfortable when they copied the tasks from the English course book to their own note book because they had to share one book with four up to five friends. The sixth was the content of the texts. Based on some students' opinion, most of

the English vocabularies of the texts were too difficult. The seventh was that the theme of the texts were not up-to-date and made the students had no desire to read the texts.

The fourth problem was related to the teaching method. Reading skills for the students of XI *IPS* of SMA Muhammadiyah Mungkid was taught traditionally. The English teacher used a monotonous teaching method by asking the students to read the text in the English course book, and then asked them to do the exercises. After that, they discussed the answers but she did not give them any mark as a reward. It made the students were uninterested and unmotivated joined the English class.

The fifth problem was related to time. The English time allocation was not used effectively in the English teaching and learning process in SMA Muhammadiyah Mungkid. The students preferred to use the time to chat with their friends or to copy notes than to do the exercises. They always needed a longer time to do the exercises because they could not finish them on time. They always asked their teacher to let them continue the exercises in the next meeting or do the exercises at home. The students promised the teacher that they will hand in the homework in the next meeting. However, some of them did not do and bring the homework in the next meeting. The teacher also wasted the time writing down the tasks on the black board and waiting for the students to finish copying her notes on the black board to their own book.

The sixth problem was related to the facilities. Based on the observation, all of the books in the library except the English course books (*buku paket*) are

written in Indonesian. There were no newspapers, magazines, journals, or research papers which are written in English. It made the students not be able to increase their English reading ability, whereas in fact the English texts will support the effort to improve the reading teaching and learning process. It could be concluded that the students of SMA Muhammadiyah Mungkid lacked exposure to English texts. It gave bad impact on the development of their reading skills.

The last problem was related to the use of English in the school. The use of English in SMA Muhammadiyah Mungkid was very limited. All information and announcements are not written in English, but in Indonesian and Arabic. There was no motto or poster which was written in English either.

### **C. Delimitation of the Problem**

This study focused on the efforts to improve the learning process of reading through the use of authentic texts, dictionaries, games, rewards, group work and seating arrangement in class XI *IPS* of SMA Muhammadiyah Mungkid in the academic year of 2009/2010 through action research. The problems of the research were selected through reconnaissance, including identifying all the problems found in the field and selecting the problems gradually based on the level of difficulty, urgency, and feasibility. The efforts which would be done were asking students to bring and use English dictionaries, providing and using authentic texts, conducting and using games, conducting group work, giving rewards, and arranging the chairs in every meeting.

There were five reasons why the researcher chose those efforts. First, the English dictionary provides the English words and the Indonesian words (for a bilingual English dictionary) enabling students to find and understand the difficult and new English words. Second, the authentic texts provide a variety of text types enabling the teacher to adapt the materials based on the needs, interest and language level of the students. The authentic texts were available for the students to practice their reading skills independently since they could find them in their daily life. These would benefit the students to improve their reading skills. Third, conducting games and group work will motivate students to learn English because they can learn English with fun and share with their friends. Fourth, rewards can attract students to join the English teaching and learning process. When the students are interested in English, they will give more attention and discover more about it. Fifth, arranging the students' chairs in every meeting will give the students tidy and fresh situation.

#### **D. Formulation of the Problem**

Based on the delimitation above, the problem can be formulated into the following question:

What planning, implementation, and evaluation could be carried out in relation to the problems related to the learning process of reading in class XI *IPS* of SMA Muhammadiyah Mungkid in the academic year of 2009/2010 which were already identified, classified, and selected through a collaborate work among the headmaster, English teacher, class teacher, and students of class XI *IPS*?

### **E. Objective of the Research**

The objective of this study is to describe the planning, implementation, and evaluation of efforts to improve the learning process of reading in class XI *IPS* of SMA Muhammadiyah Mungkid in the academic year of 2009/2010 based on the problems identified.

### **F. Significance of the Research**

There are some expected benefits to be achieved from this study. The result of this study is expected to give contribution to the researcher, the English teacher of second grade, the headmaster of SMA Muhammadiyah Mungkid, and the other researchers.

1. For the researcher, the results of this study can give her useful knowledge of some efforts to improve the learning process of reading.
2. For the English teachers of SMA Muhammadiyah Mungkid, the results of this research can be useful information on how to improve the learning process of reading.
3. For the headmaster of SMA Muhammadiyah Mungkid, the findings hopefully become good input to improve the learning process of reading in senior high schools.
4. For other researchers, this finding can be a reference for them to conduct similar research studies to improve the learning process of reading in senior high schools in general.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. LITERATURE REVIEW**

This section discusses the nature of reading, the teaching of English as a foreign language, and classroom management.

##### **1. The Nature of Reading**

###### **a. The Definition of Reading**

Richards and Schmidt (2002: 443) state that reading is an activity to understand a written text. Reading in this case involves written symbols. This definition seems to be the same as what is said by Hornby (1995: 967). He defines reading as the action of a person who looks at and understands the meaning of written or printed words or symbols. Nuttal (1998: 23) states that reading is the activity to understand a text to get the message that the writer had expressed in the texts. By reading, people try to understand the texts and get information or messages in the texts. Based on those definitions, we can conclude that reading is the activity to understand the content of a text.

Furthermore, Nunan (1999: 249) believes that reading involves processing the authors' ideas that are transmitted through language. He states that reading is an interesting process, in which the reader constantly shuffles to find the meaning and ideas of a written or printed text and mix it with his/her previous knowledge to build a new idea. Harris and Sipay (1980: 8) add that reading is a meaningful interpretation of printed or written verbal symbols. Thus, in this case, background

knowledge is important in the reading process because it will influence to the readers' interpretation.

According to Grabe and Stoller in Celce-Murcia (2001: 154), the ability to read requires the reader to draw information from a text and combine it with information and expectation that he/she already has. They argue that reading is an active process. They also state that background knowledge that the reader has is important in reading. Grellet (1983: 3) states that reading means extracting the required information from a written text as efficiently as possible by using different reading strategies for different kinds of written texts.

Based on the above definitions about reading, it can be concluded that reading is an active process of getting the writer's idea through interpreting the written symbols. In the process of reading, the reader is influenced by his/her past experiences and/or his/her background knowledge.

#### **b. The Types of Classroom Reading Performance**

Brown (2001: 312) asserts that there are two types of classroom reading performance, namely oral and silent reading. Oral reading is suitable for the beginning and intermediate levels. Oral reading in the beginning and intermediate levels are used as an evaluative check on bottom-up processing skills, pronunciation check, and serve to add some extra student participations to highlight a certain short segment of a reading passage. The teacher should attend to the use of oral reading because too much oral reading causes problem such as when one student is reading, others can be easily lose attention and silently

rehearsing the next paragraph. Thus, oral reading is not the real authentic language activity.

Silent reading is divided into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which the students focus on the linguistic or semantic details of a passage. It asks the students to pay attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Meanwhile, extensive reading is performed outside the class time. It is a pleasure reading because it can sometimes help learners get away from their tendency to overanalyze or look up words they do not know and get away from their reading activity for understanding. Extensive reading is done to get the general understanding of longer texts such as books, long articles, essay, etc. Technically, scientific and professional kinds of reading belong to extensive reading since they are aimed to find general or global meaning from longer passages. Day and Bamford in Harmer (2001: 204) note that extensive reading will improve the students' comprehension skills and develop automatic recognition of words since the more language they acquire, the better they get at reading activities. Thus, extensive silent reading is the best way to improve the students' reading ability.



The summary of the types of classroom reading performance can be seen in Figure 1.

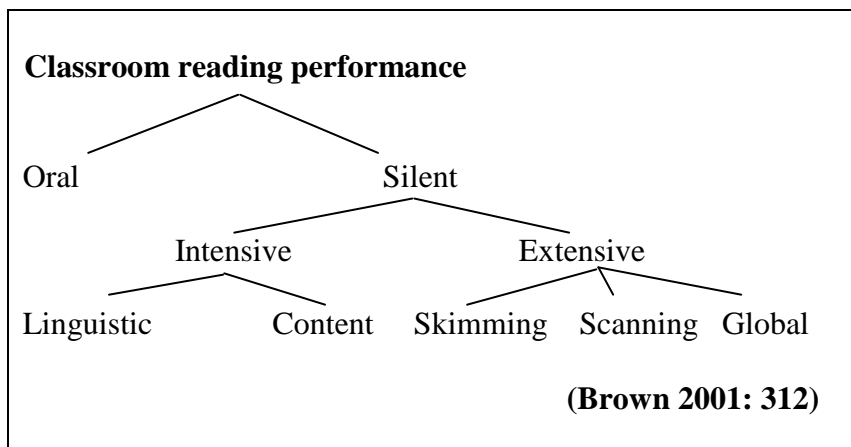


Figure 1: **Types of Classroom Reading Performance**

### c. Reading Skills

Mikulecky (1990: 25) defines reading skills as the skills that encourage the thinking process which the reader needs to develop further in order to read a standard language effectively. These skills involve a variety of skills as follows:

1) Automatic decoding

This skill is needed by the reader in order to be able to recognize a word at a glance.

2) Previewing and predicting

It is needed by students to give a text a quick once-over to be able to guess what is to come.

3) Specifying a purpose

Before starting reading, students should know why a text is being read.

4) Identifying genre

Students are able to know the nature of the text in order to predict what the form and context will be.

5) Scanning

By this skill, students should be able to find specific information in a text.

6) Skimming

This skill allows students to get the gist quickly or they are able to overview a passage.

7) Guessing the meaning of unfamiliar words

This skill enables students to use such clues as knowledge of word parts, syntax, and relationship patterns.

8) Stating the main idea of sentence, paragraph, or passage

Students should know what the author is expressing about the topics.

9) Inferring the main idea, using patterns and other clues

Having this skill, students are able to infer main ideas by recognizing sentences patterns and other clues.

10) Paraphrasing

Having this skill, students are able to restate texts in their own words in order to monitor their own comprehension.

Brown (2001: 307) proposes some micro skills for reading comprehension.

He states that for most second language learners who are already literate in their mother tongue, reading comprehension is primarily a matter of developing

appropriate, efficient comprehension strategies. The micro skills that are suggested by Brown cover:

- 1) recognizing the different characteristics of graphemes and orthographic patterns of English
- 2) keeping chunks the different length of language in short term memory
- 3) writing process at an efficient rate of speed
- 4) identifying a core words, and interpreting word order patterns and their significant
- 5) identifying grammatical word clauses (nouns, verbs, etc), systems (e.g., tense, agreement and pluralisation), patterns, rules and elliptical forms
- 6) recognizing that a particular meaning can be expressed in different grammatical forms
- 7) identifying cohesive device in written discourse and their function in marking the relationship among clauses
- 8) identifying the rhetorical forms of written discourse and their significant for interpretation
- 9) identifying the communicative functions of written texts according to form and purpose
- 10) deducing context that is not explicit by using background knowledge
- 11) deducing links and connections between events, ideas, etc., deduce causes and effects, and discover the relations such as main idea, supporting idea, new information, given information, generalization, and exemplification
- 12) recognizing literal and implied meanings

13) identifying specific reference culturally and interpret them in a context of appropriate cultural schemata, and

14) developing and using a series of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts

#### **d. Reading Approaches**

Goodman in Brown (2001: 299) asserts that there are two approaches in reading process, namely bottom-up and top-down processing. In bottom-up processing, the reader firstly identifies the multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues and discourse markers) and uses the linguistic data processing mechanisms to impose some sort of order on these signals. The reader selects the signals that make sense and interprets the meaning. Arriving at the meaning is the final step in the process. Meanwhile, top-down approach requires the reader to draw on their own intelligence and experience to understand a text.

Brown (2001: 299) proposes that the combination of bottom-up and top-down processing is the primary ingredients in the successful teaching methodology because both processes are important. Moreover, Nuttal in Brown (2001: 299) notes that a reader needs to move from lower to higher or from higher to lower elements. This process is called *interactive reading*.

## **2. Teaching of English as a Foreign Language**

### **a. English as a Foreign Language**

Tomlinson (1984: 10) states that a foreign language is a language which is not normally used for communication in a particular society. English in Indonesia is as a foreign language because Indonesians do not use English for communication in a particular society. Richards (2001: 16) states that English is a foreign language because students study English as a formal subject in their school but had no immediate need for it outside of the classroom.

A foreign language is a language which is not the first language or language which has no legal status within the national boundaries (Stern in Grellet, 1983: 10). He adds that the term foreign language is commonly given as a non-native language learnt.

In conclusion, the teaching of English in Indonesia is in a context of English as a foreign language because it is not the first language in students' daily life. They use English only in the classroom but outside their classroom, they do not use it to communicate with people around them.

### **b. Teaching Reading of English as a Foreign Language**

According to Hafner (1977: 434), in teaching reading of foreign language, the teacher should teach some supported skills, namely writing, speaking, and listening. He divides language skills into two, speaking and writing as the productive aspect and listening and reading as the receptive aspect. Both of them are the focus of foreign language instruction. He notes that the practical strategies

for improving the reading of a foreign language are focused on the area of vocabulary reading acquisition, independent word identification, and comprehension.

Richards (2001: 216) states that language is taught as a whole and not through its separate components. The students are taught to read and write naturally and pleasantly, with a focus on real communication. It means that teaching reading cannot be separated from other language skills, writing, listening, and speaking. They support each other in improving language skills.

Brown (2001: 7) states that teaching is guiding and facilitating learners to enable, learn, and set condition for learning. Teaching reading then, is guiding and facilitating learners to read, enabling the learners to learn reading, and setting condition for learners to read.

Based on the opinion above, teaching and learning reading of English as a foreign language cannot be separated from other language skills, namely writing, listening, and speaking, because they are integrated and support each others. In the reading teaching and learning of English as a foreign language, teacher should guide and help students to learn English because students use it only in the class during teaching and learning English process.

### **c. Teaching Reading of English in Senior High Schools**

Reading plays an important role in the English study in Senior High Schools, especially in the national final examination in recent years because reading is one of the aspects tested national final examination. According to curriculum, the

teachers have begun to lay emphasis on reading comprehension. As we know, reading is a mean of understanding and absorbing written information. The students' reading ability is closely related to their vocabulary, cultural background knowledge and reading technique. Therefore, choosing a proper reading technique is very important for the students to improve their reading speed and efficiency.

According to Brown (2001: 308-309), those are some strategies for reading comprehension which are already familiar to the second language learners who have difficulty in using a second language. The strategies can be applied in the classroom teaching techniques.

#### 1) Sensitizing

When dealing with a new text, it is better not to explain the difficult words to the students beforehand. The students should be encouraged to make a guess. They should use of syntactic, logical and cultural clues to discover the meaning of unknown elements.

#### 2) Improving reading speed

The students who read too slowly will easily get discouraging. One of the most common ways of increasing reading speed is to give students passage to read and ask them to time themselves.

#### 3) From skimming to scanning

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading. When skimming, the students go through the reading material quickly in order to get the general

information without details of it, to know how it is organized or to get an idea of the tone or the intention of the writer.

When scanning, the students only try to locate specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wander over the text until they find what they are looking for, whether it is a name, a date, or a less specific piece of information.

#### **d. Components in Teaching Reading**

##### **1) The Students**

According to Nuttal (1996: 147), in learning reading, a student is a reader that should make sense of the text for himself. From the beginning, he must do for himself everything to comprehend the text. This requires encouragement, especially the encouragement that comes from the text that is suitable and the tasks that are well devised.

Mikulecky (1990: 101) notes that there are two factors that influence a learner's reading comprehension. They are factors outside the head and inside the head. Outside the head factors include the length of the text, the propositional density, the amount of vocabulary, the explicitness of the information, the discourse structure and the clarity. The inside the head factors cover all of the things which the learner brings to understand the text.

Everyone reads either to enjoy oneself or to obtain information of some kinds. Mikulecky (1990: 11) suggests some strategies for the students in order



to read effectively. Effective reading means being able to read accurately and efficiently and understand the passage as much as the reader' needs in order to achieve the purpose of reading. The strategies will be described as follows:

- a) The students need to develop new schemata about what reading is and how it is done effectively in English,
- b) The students need to break the habit of reading every word,
- c) The students need to learn how to tap their background knowledge in order to better employ top-down processing,
- d) The students need to acquire some of the skills which fluent readers of English employ unconsciously in order to strengthen their bottom-up processing abilities,
- e) They need to acquire those skills which will enhance the interaction of top-down and bottom-up processing models,
- f) They need to learn to be able to read faster,
- g) They need to learn to read in English for pleasure.

## **2) The Teacher**

Mahon in Mikulecky (1990: 31) states that the teacher is the most important element in a reading class because his attitudes influence the students and their performance. In teaching reading, the teacher should provide his students: a) an anxiety-free atmosphere so they will feel free to experiment with a new reading style, b) practice so they will master new strategies, and c) pressure in the form of persuasion and timings. Eskey in

Mikulecky (1990: 31) states that a teacher's role is also as a model interpreter since making sense of the text is actually interpretation and so much interpretation is cultural.

The teacher must take responsibility for the students' progress (Nuttal 1996: 148). Nuttal proposes some guidance that should be done by a teacher in a reading lesson. The teacher's responsibilities include:

- a) finding out what the students can do and what they cannot, and working out a program aimed at giving them skills they need,
- b) choosing suitable text to work on,
- c) choosing or devising tasks and activities to develop the required skills,
- d) preparing the class to undertake the tasks,
- e) making sure that everyone in the class works productively and extracting maximum efforts and best results by encouraging the students and by prompting and probing until they produce the answer instead of telling them what it is, and
- f) making sure that everyone in the class improves steadily according to his own capabilities.

Carnine et al. (1990: 3) state that many students will not become successful readers unless the teachers identify the essential reading skills, find out what skills that the students lack, and teach those skills directly. Further, they assert that if the teachers are effective and efficient in teaching reading, they must be knowledgeable in several areas as follows:

- a) the essential skills or objectives that make up the reading process and the procedures for teaching those skills,
- b) the procedure for evaluating, selecting and modifying reading programs to meet the needs of all students in their classrooms,
- c) the techniques for effectively presenting lessons, including techniques for pacing tasks, motivating students, and diagnosing and correcting their errors,
- d) how to individualize instruction by properly placing students in a program then moving them at an optimal rate through the program, and
- e) how to organize the classroom to maximize the amount of time in which the students engage in reading instruction.

### **3) Materials**

The success of teaching reading also depends on the use of reading materials. The choice of the materials influences the students' motivation to read and to treat the texts. Brown (2001: 302) suggests types of reading materials as follows: nonfiction: reports, articles, editorials, essays; fiction: novels, short stories, drama, poetry; letters, greeting cards; diaries, journals, memos, announcements, newspaper; academic writing: theses, books; forms, application, questionnaires, directories, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories; comic strips, and cartoons.

Celce-Murcia (2001: 190) states that the materials and lesson should be built in degree of complexities through introduction of new information and different perspectives so that the students are challenged and have the opportunity to develop some skills and pride in what they are learning.

Nuttall (1996: 48) notes that there are three points of view that need to be considered in preparing reading materials, such as readability, suitability of content and exploitability. Readability refers to the combination between the structural and the lexical difficulty. The teacher must select an appropriate text by considering the difficulties in the structure and the vocabulary. Choosing the text with the suitability of content can be done through considering the students' demand of knowledge. Exploitation refers to the facility of learning. Therefore, the text must facilitate the learning. It means that the text has to develop the students' competence in reading. The text does not use if it cannot be exploited even the students enjoy reading it.

#### **a) Selecting Reading Material**

A teacher should be carefully choosing the text for his/her students. The reading texts should be appropriate and in accordance with the learning goals, the students' needs and the level of proficiency.

The reading materials should be interesting in order to avoid the students' boredom. The teacher can give some hot news item or themes that the students are interested in. the teacher can take the materials from some sources such as newspapers, magazines, books, internet, etc. A good teacher chooses an

appropriate material for his/her students because an inappropriate material causes learners failure in language learning. It tends to cause the students to have low motivation and interest in learning and this can effect their learning achievement.

Dudley-Evans and St. John in Richards (2001: 252) suggest that the materials serve some function as a source of language, as a learning support, for motivation and stimulation, and for reference. In making decisions about the role of commercial text books in a program, the impact of the text books on the program, the teachers, and on the students has to be carefully assessed.

Rowntee in Tomlinson (2001: 263) states that good materials do many things that a teacher would normally do as part of his/her teaching. They should:

- a) arouse the learners' interest
- b) remind them of earlier learning
- c) tell them what they will be learning next
- d) explain new learning content to them
- e) relate these ideas to learners' previous learning
- f) get learners to think about new content
- g) help them get feedback on their learning
- h) encourage them to practice
- i) make sure they know what they are supposed to be doing
- j) enable them to check their progress
- k) help them to do better

Tomlinson (2001: 263) suggests that good language teaching materials have the following characteristics:

- a) materials should achieve impact
- b) materials should help learners feel at ease and to develop confidence
- c) materials should require and facilitate learner self-investment
- d) materials should expose the learners to language in authentic use
- e) materials should provide the learners with opportunities to use the target language to achieve communicative purpose
- f) materials should take into account that learners have different learning styles and differ in affective attitudes
- g) materials should maximize learning potential

It can be concluded that good materials should contain interesting texts and enjoyable activities. Good materials should provide a stimulus to learn and do not teach, they encourage learners to learn. Selecting the materials in teaching and learning process should consider many things such as learning objectives, level of difficulties, time allocation, students' interest and students' ability.

#### **b) Authentic Texts**

Nuttall (1996: 48) states that authentic materials are materials about contemporary events such as news in a newspaper. Tomlinson (1984: 8) states that authentic texts are texts which are not written for language teaching purposes. The examples of the authentic texts are novels, newspapers, articles,

song texts, radio interviews, traditional fairy stories, etc. He adds that the students use the authentic texts to do authentic tasks which involve learners in using language in a way that replicates its use in the real world outside the language classroom.

Richards (2001: 252) notes that authentic texts refer to the use of texts, photographs, video selections, and other teaching resources in teaching that are not specially prepared for pedagogical purposes. Hutchinson and Alan Waters (1987: 159) state that authentic texts are not originally constructed for language teaching purposes.

Gebhard (1996: 100) divides the authentic materials into authentic printed materials, authentic listening materials and authentic visual materials. Authentic printed materials include newspaper articles, cartons, advertisements, movie advertisements, astrology, columns, sports reports, obituary columns, and advice columns; travel magazines; science, math, and history books; short stories; novels, books of photographs; lyrics to popular, rock, folk, and children songs, etc. Authentic listening materials include silent films; TV commercials, quiz show, cartoons, news comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads etc. Authentic visual materials include slides; photographs; paintings; skeletons; drawings by children; stick figure drawings wordless street signs; silhouettes; calendar pictures etc.

Based on the statement above, it can be concluded that authentic texts are the texts which representative of the real world and created as non-academic

purposes. The example of the authentic texts are novels, newspapers, articles, song texts, radio interviews, a traditional fairy story, it also can be texts as bus schedules, directions for assembling a computer, etc.

### **c) Advantages of Using the Authentic Texts**

Phillips and Shettlesworth (1978); Clarke (1989); Peckock (1997) in Richards (2001: 252) claim for the advantages for the use of authentic texts such as:

#### **1) give good motivation to the learner**

An authentic text has a good effect on learner motivation because it is intrinsically more interesting and motivating than the created materials. There is a huge supply of interesting sources for language learning in the media and on the web and it relates closely to the interests of many language learners.

#### **2) provide cultural information**

An authentic text provides authentic cultural information about the target culture. The materials can be selected to illustrate many aspects of the target culture, including culturally based practices and beliefs and both linguistic and non linguistic behaviour.

#### **3) provide exposure to real language**

It provides exposure to the real language rather than artificial texts found in created materials that have especially written to illustrate particular grammatical rules or discourse type.



4) close to learners' needs

An authentic text has close relation to the learners' needs and hence provides a link between the classroom and the students' needs in the real world.

5) can support a creative approach to teaching

An authentic text can support more creative approach to teaching and learning process because when using the authentic text as a source for teaching activities, teachers can develop their full potential as teachers, developing activities and task that better match with their teaching styles and the learning styles of their students.

Below are the advantages of using authentic texts proposed by Murdoch (1999: 2-3):

- 1) The authentic texts may present the learners' opportunities to make generalizations about grammar and vocabulary usage for them and observe how prior language usage knowledge may be employed or adapted in new circumstances.
- 2) The authentic texts also appear to supply the essential input needed to increase the learners' awareness of language usage in written and spoken language rules.
- 3) The authentic texts may provide an alternative to outdated textbooks, which may not meet the needs of learners, and provide learners with the

various genuine texts they need to aid and improve reading comprehension.

#### **d) Created Materials**

Tomlinson (1984: 8-9) states that created materials are materials which provide the core materials for a course or language teaching purposes. It aims to provide learning materials as much as possible in one book so that it could serve as the only book which the learners necessarily use during a course or language teaching learning process. He adds usually course books include work in grammar, vocabulary, pronunciations, functions, and the language skills, reading, writing, listening, and speaking.

Richards (2001: 254) states that created material refers to the text books and others specially developed for instructional resources. He states created material as a commercial text books. The examples of commercial books are work book, teachers' guides, and cassettes. A commercial text book is the commonest form of teaching materials in language teaching and learning.

The use of the created materials in teaching and learning process has negative effects. Below are the negative effects of using created materials proposed by Richard (2001: 255):

- 1) Created materials contain inauthentic language.

Created materials contain inauthentic language because the texts, dialogues, and other aspects of the books content are written to

incorporate teaching points and are often not representative the real use of the language.

2) Created materials distort content.

Created materials present an idealized view of the world and usually fail to represent real issues because the writers write them to make the book acceptable in many different contexts. They try to avoid the controversial topics.

3) Created materials do not reflect students' needs.

It is because the created materials are often written for global markets. They may not reflect the interests and needs of the students.

4) Created materials can deskill teachers.

If the teachers use created books as the primary source of their teaching, the teacher role can become reduce to that of a technician whose primary function is to present materials prepared by others.

5) Created materials are expensive.

Students cannot find the created materials around them so they have to buy the books if they want to use the book.

#### **4) Media**

##### **a) Dictionary**

All students should have a dictionary in their desk, not at the front of the class. Students need to become familiar with the dictionary for a variety of reasons especially if it is used on a regular basis by students to become

comfortable with using it as a reference. Dictionaries help students to find meanings, collocations, examples of use and standard pronunciation, etc. If students know how to use them effectively, there are hundreds of hours of self-guided study to be had with a good dictionary.

According to Hornby (1995:321), dictionary is a book that gives words of a language in alphabetical order and explains their meaning, or translates them into another language. DeSpirt (2006: i) states that dictionaries are valuable tool for the students in their learning process and it limits the amount of time a student raises their hands to spell a word. He adds that students need to learn that they are able to use a dictionary for spelling a word, find a meaning, or to assist in pronouncing the word. Corder (1973: 97) states that if students want to know about the meaning of a language and the definition of a 'word' a language, students can get them on a dictionary.

Brown (2001: 377) asserts that there are two types of dictionaries, namely bilingual dictionaries and electronic pocket dictionaries. Students are more easily tempted to punch in a word they do not know and get an instant response. Hayton (2006) asserts that there are some different types of dictionaries, namely paper dictionary, online dictionary, entomological dictionary, urban dictionary, electronic dictionary, monolingual and bilingual dictionary.

DeSpirt (2006) mentions some reasons why students use dictionary. The reasons are because students want to know how to spell a word, how to correctly use a word, how to break the word into syllables, how to

pronunciation for a word, they want to know the definition for a word, synonyms and antonyms for a word, part of speech for the word, and History of the word.

In conclusion, the use of dictionary can help students to find the meaning of words, the synonym of words, to translate the words, etc. Dictionaries are very useful for students who learn English as a foreign language. By encouraging the intelligent and self-guided use dictionary, students become more independent.

## **5) Teaching Techniques**

### **a) Games**

Brown (2001: 183) states that games are activities that formalize a technique into units that can be scored in some way. He adds that “Guessing Games” are common language classroom activities. Argondizzo (1992: 2) states that games promote learning through pleasure. Games are liked by all level of students. Herrera and Hojel (1998: vii) state that games motivate students to learn English by focusing on cooperative learning in group and pairs work and are excellent examples of learners-cantered activities.

Games are played in various techniques, Hadfield (1990: v) writes some activities of games such as information gap, guessing, search, matching, exchanging, collecting, combining, arranging, and card games, board games, problems and puzzles, role-plays, and simulation. According to William and

Herd (1991: 5), games can be played in the classroom individually, in pairs, or in small groups.

In conclusion, games can motivate students to learn English because help them learn English in fun way. Games can be played in pairs or small groups and in big groups.

#### **b) Rewards**

Some teachers agree that rewards can motivate students to do better in their performances while others say that rewards devalue the meaning of learning and giving their efforts to the tasks given. Dybala (2009) says that rewards are given to students when they can perform well in their performances. She adds rewards given are not always in gifts or presents, but also in appreciations or appraisal in front of the class.

According to Hornby (1995: 1008), rewards are things that are given or received in return for doing something good, working hard, etc. Brown (2001: 73) states that rewards are a powerful concept for the classroom. He adds that students like to receive rewards such as praise, gold stars, grades, certificates, diplomas, scholarships, careers, money, positive feedback, and happiness.

### **3. Classroom Management**

Classroom management is important in reading teaching and learning process to make the classroom as physically comfortable as possible. Brown (2001: 192) notes that teaching is both an art and a science. He states that teaching is

influenced by the surrounding acts of learning. During teaching process in the classroom, students are members of a team and should be able to see one another and to talk to one another in English. They need interaction among students need good classroom managements such as seating arrangement and group work.

#### **a) Seating Arrangement**

Brown (2001: 193) notes that in some English second language contexts or where students come from varied native language background, English will be more readily practiced if students of the same native language are not sitting next to each other.

A seating arrangement gives effect on students' involvement. Levin and Nolan (1996: 126) point out that a teacher's first concern is the arrangement of seating. No matter what the basic seating arrangement is used, it should be flexible enough to accommodate and facilitate the various learning activities.

The students, who sit in front row seats, usually will give more attention to the teacher. Parkay and Standford (1998: 316) stress that the students who sit in the middle front-row seats and seats on the middle aisle tend to receive more attention since the teachers often stand near this area. Adam and Piddle in Mc Neil and Wiles (1990: 211) describe about "*action zone*" in the classroom. This zone includes the students who sit in the middle, in front-row seats, and in seats extending up the middle aisle. They add that students in these seats receive more opportunity to talk to the teacher than the students who are sitting in other areas of the classroom. The same argument also comes from Mars (1996: 36) who states

that interaction between the teacher and the students is happened in the front and centre. The students who sit in front-row and in the middle are near to the teacher and more focus to the teacher's attention than the students who sit in the back.

Jacobsen et al. (1989: 242) note that the students at the rear of the room tend to be physically separated from the teacher and are more likely to be the area causing problems. It is because the students who are seated far from the teacher or away from the main activity rarely participate in the class discussions or other instructional activities as much as the students who are seated closer to the teacher.

In conclusion, a suitable seating arrangement can support the teaching and learning process. Students who sit in the front-row will give more attention and have more opportunity in learning English than students who sit in the back-row.

#### **b) Group work**

Brown (2001: 177) states that group work is a technique in which two or more students do tasks that involves collaboration and self-initiated language. He adds that there are two kinds of group work: a small group work and a large group work. A small group work is commonly called as pair work or group of two.

Group work has some advantages for English teaching and learning process. Brown (2001: 178-179) shows the advantages of work group for English language classroom such as:



1) Group work generates interactive language

By doing group work, the students can share and discuss to their friends. It gives more opportunities for the students to increase their individual practice time and the quality of interactive language. Group works are also as the solution of the traditional classes, where the teacher is dominant and he/she talks too much to explain the lesson.

2) Group work offers an embracing affective climate

Group work can help the students to do social interaction with their friends. It becomes a community of learners cooperating with each other in pursuit of common goals.

3) Group work promotes learners' responsibility and autonomy

Sometimes the students do not pay attention to the teacher's explanation. By doing group work, the students have to work together with their friends and do not depend on the teacher's explanation. He/she can discuss with his/her friends about the lesson. It is more effective because sometimes a student feels more comfortable to discuss the lesson with their friends than with their teacher.

4) Group work is a step toward individualizing instruction

Group work can help the students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, cognitive style, field of study, etc) by careful selection of small groups and by administering different tasks to the different groups.

Davis (1993) shows the advantages of group work. Students can study together, read and review course material, complete course assignments, comment on each other's written work, prepare for tests and exams, and help each other with difficulties that are encountered in class. Study teams are guided by the notions that students can often do as a group what they cannot do by themselves and that students can benefit from peer teaching-explanations, comments, and instruction from their course mates.

In implementing a group work technique, a teacher should include the following seven “rules” (Brown, 2001: 187-188):

- 1). introduce the technique to the students clearly.
- 2). justify the use of small groups for the technique. It means that a teacher must not do work group all the time.
- 3). tell the students what they are supposed to do. Give them an example or model the technique.
- 4). give the students specific instructions on what they have to do.
- 5). divide the class into groups.
- 6). check for clarification. The teacher should make sure that the students understand their tasks before they start moving into their groups.
- 7). set the tasks in motion, such as “OK, get into your groups and get started right away on your task.”

## **B. CONCEPTUAL FRAMEWORK**

The students in senior high schools learn four language skills, namely reading, writing, speaking, and listening. Reading as one of the four language skills is emphasized in English teaching and learning process because many kinds of knowledge and information are written in texts.

The research will analyze the efforts to improve the English reading teaching and learning process. Improving the English reading teaching and learning process will need collaborative work among the researcher, English teacher, and the students. All of them are interconnected each other. Concerning the necessity of improving the reading skills, the parties involved in the field had to make some efforts through planning, implementing, observing, and reflecting any feasible actions. This research intended to do action research in SMA Muhammadiyah Mungkid to improve the reading teaching and learning process in class XI *IPS* in the academic year of 2009/2010.

The research is divided into two steps; reconnaissance and actions. Reconnaissance is the step of planning, action, observation, evaluation, and reflection. The actions are providing an English dictionary, providing authentic texts, conducting games in the English teaching and learning process, conducting group work, giving rewards, and arranging the chairs in every meeting.

The research may be continuous and endless since improvement is always needed. Considering the time allocation, the research can be stopped whenever efforts toward the solution of the problems were successful, the problems have been formulated, and the actions planed have been carried out.

### **CHAPTER III RESEARCH METHOD**

The research is action research because it attempted to improve the real condition of the reading teaching and learning process by involving participants in the setting where the research was done. The actions carried out were the efforts to improve the English reading teaching and learning process in Grade XI *IPS* of SMA Muhammadiyah Mungkid in the academic year of 2009/2010.

In this study, the researcher worked together with the English teacher and the students in the school. In every activity, the researcher and the teacher tried to identify, carry out feasible activities, and analyze the implementation of actions in the teaching and learning process in the school.

#### **A. Setting of the Research**

The research was conducted in Grade XI *IPS* of SMA Muhammadiyah Mungkid in the academic year of 2009/2010. SMA Muhammadiyah Mungkid is located at Pemandian Street Blabak no.8 Mungkid, Magelang 56551. It has three grades, i.e. Grade X, Grade XI, and Grade XII. This school has 46 students, 18 teachers and school personals. It has 18 rooms, which are divided into: three classrooms, two toilets, one for teachers and the others for students, a library, mosque, computer room, multimedia room, canteen, kitchen, headmaster room, teacher room, meeting room, warehouse, an *OSIS* room, *UKS*, and administrator room.

There are two English teachers. One of the teachers teaches speaking and listening and the other teaches writing and reading. They teach the tenth grade up to the eleventh grade. They are also the English teachers in other schools. They do not come to the school every day, only when they have a teaching schedule. There are sixteen students in the eleventh grade, seven boys and nine girls. Most of them are from Magelang regency.

There were no extra English activities and media to support the English teaching and learning process such as pictures, mottos in English, etc. There is also no a language laboratory and English books or literatures in the library to help the students to increase their vocabularies.

The size of the classroom of Grade XI is seventy two square meters. There are sixteen desks and sixteen chairs for the students; one chair and one desk for the teacher in the class. Every student has one chair and one desk. The equipments are a clock, a blackboard, an information board, class mottos, and some brooms.

## **B. Time of the Research**

The research was carried out in the first semester of the academic year of 2009/2010. It started in July 2009 up to December 2009. The researcher did the school observation in July 2009. She interviewed the English teacher, some students of Grade XI, and the teacher in the school on the problems related to the students' involvement in the teaching and learning process.

In October 2009, the researcher continued with the classroom observation. She observed, interviewed, and distributed questionnaires to the students. In

November 2009, the researcher together with the English teacher planned the actions. They discussed the possible actions for the problems. Finally, they decided to do the actions which were providing an English dictionary, providing authentic texts, conducting games, conducting group work, giving rewards, and arranging the chairs.

The actions were executed on December 3<sup>rd</sup>, 7<sup>th</sup>, 10<sup>th</sup>, 14<sup>th</sup>, 17<sup>th</sup>, and 21<sup>st</sup>. The actions were carried out twice a week with the duration of eighty minutes in every meeting. The schedules were every Monday (12.20 – 13.40) and Thursday (10.35 – 11.55).

Table: **The Schedule of the Research**

No	Step	Month																			
		July					October					November					December				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1.	Observation			√	√	√	√	√													
2.	Planning Cycle 1											√	√	√	√	√					
3.	Implementation, reflection																√	√			
4.	Planning Cycle 2																	√	√		
5.	Implementation, reflection																		√	√	
6.	Analyzing data																√	√	√	√	√

### C. Research Data Collection

The data were in the form of field notes, photographs, and interview transcripts that were taken from the observation of the English teaching and learning process and holding interviews with English teacher and some students of the XI *IPS* class. The data were obtained by giving the questionnaire to the students and the English teacher of Grade XI, interviewing the English teacher of Grade XI, the classroom teacher of Grade XI, and the students of Grade XI,

observing the English teaching and learning process in the Grade XI and taking pictures of the English teaching and learning process in the Grade XI.

The instrument for collecting the data would be a recorder, a camera, questionnaire, observation guides and interview guides. The data were used to decide the actions to be carried out. The report of the actions was in the form of description of opinions or ideas, obstacles, preferences, and expectations from the research members. The data were collected to know the actions were successful or not.

#### **D. Data Analysis**

The analysis of the data was presented by the reflection of the cycle of the research. By doing the reflection, the researcher would have authentic data which could help her in interpreting the data.

The researcher validated the research by fulfilling the *democratic validity*, *result validity*, *process validity* and *dialogic validity*. To get the *democratic validity*, the English teacher and the students were given chances to express their ideas, suggestions and comments about the implementation of the action research. Their opinions were used to improve the next action plan. *Result validity* was assessed by looking at the result of the action done. The success and failure of the action and also the problems found in the action were also considered to improve the next action. To assess *the process validity*, the triangulation technique was done by gathering accounts of the teaching-learning situation from two quite different points of view, namely the teacher and students to avoid the bias that

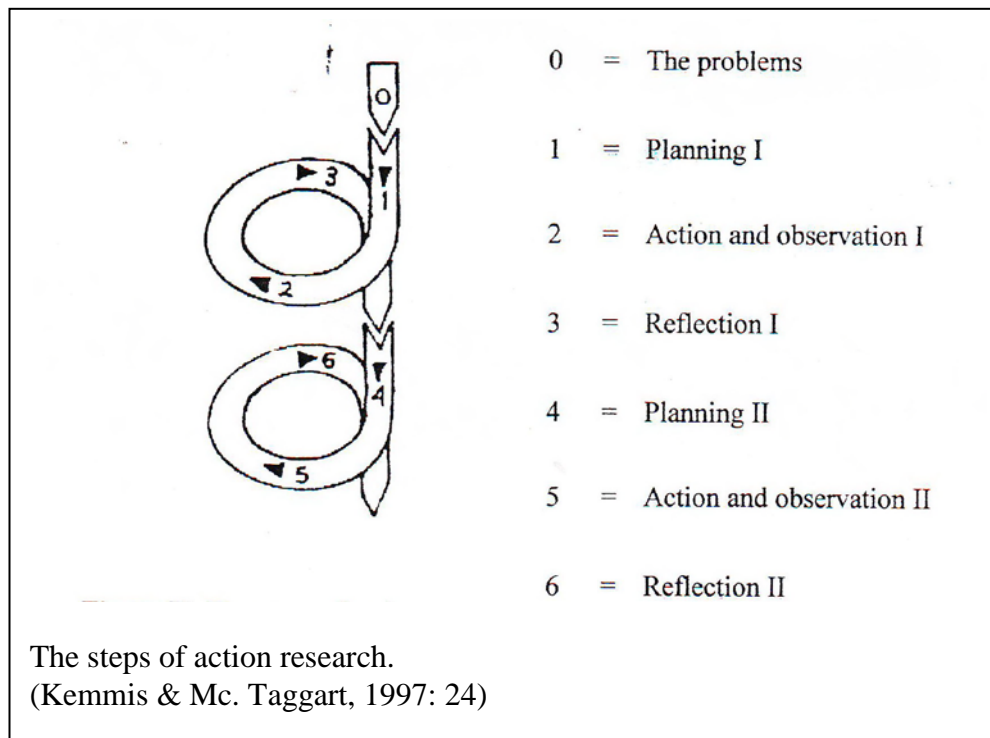
happened. Finally, *the dialogic validity* was done by doing dialogues with the English teacher and the students to improve the next action. *The dialogic validity* was used to determine the success and weakness of the action.

To get trustworthiness, the researcher used the technique in which she gathered the data from several points of views, ideas, opinions, and perceptions from all members involved. In order to ensure the reliability, the different methods were used to get the same data of the teaching and learning process of reading, such as questionnaires, observations, interviews, reading tests and photographs. Then, the data from the observation were compared with the data from the interviews, the tests and the photographs.

### **E. Procedure of Action Research**

To carry out the action research, the researcher used the following action research procedure as suggested by Kemmis and Mc. Taggart (Madya, 2007: 59). In this study, there were two cycles. Each cycle had planning, action, observation, and reflection. Those cycles could be described in the figure below.





There are four essential points in action research. They are planning, action, observation, and reflection. Through those steps, the participants are responsible to:

1. develop a plan to improve what is happening,
2. act to implement the plan,
3. observe the effects of the action, and
4. reflect on these effects for further planning.

The procedure of the research started with determining the thematic concern on the reconnaissance and followed by planning, implementing, and doing reflection.

## 1. Determining the Thematic Concern-Reconnaissance

The first step in conducting action research is initial fact-findings. In this research, the researcher gave a questionnaire to the students and interviewed the English teacher of Grade XI *IPS*, the classroom teacher of Grade XI *IPS*, and also the students of Grade XI *IPS*. Then, she observed the teaching and learning process in the classroom. Based on the result of the questionnaires, interviews and observations, the researcher and the English teacher of Grade XI *IPS* classified the existing problems that were interrelated based on the priority scale so that when the researcher solved the problems, the preceding ones could be solved more easily.

### a. Identifying the field problems

The researcher observed the class to identify the field problems. The researcher gave questionnaires and interviews the students. The researcher and the research member identified the problems. Based on the result of the questionnaire, there were found 29 identified field problems.

### b. Weighing the field problems

The researcher collaborated with other research members weighed the field problems based on the level of difficulty. The identified field problems were then divided into 3 categories, names serious, fair, and unserious. There were 20 fair problems.

c. Selecting the field problems

The researcher and the other research members selected the problems based on the level of urgency. There were 10 more urgent problems. After that, the researcher and the other research members selected of the problems based on the feasibility to be solved. There were 6 most feasible field problems. They are:

- 1) The students lacked English vocabulary,
- 2) The students did not like reading English,
- 3) The students were not interested in learning English,
- 4) Some students talked to each others during the English lesson,
- 5) The students got bored in the English learning process, and
- 6) The sitting arrangement was not neat and orderly.

2. Planning

To improve the English reading teaching and learning process, the researcher worked together with the English teacher of Grade XI *IPS* to plan some actions. The actions were:

- 1) asking students to bring and use English dictionaries,
- 2) providing and using authentic texts,
- 3) conducting and using games in the English teaching and learning process,
- 4) conducting group work,
- 5) giving rewards, and

6) arranging the chairs in every meeting.

### 3. Action and Observation

Having been agreed together, some plans were implemented in the classroom. The action plans were implemented in two cycles. Each of the cycle was done twice a week with the duration of eighty minutes in every meeting. The schedule was on Thursday (12.20 – 13.40) and Monday (10.35 – 11.55). The researcher and the English teacher of Grade XI *IPS* implemented and observed the actions in the classroom together. Based on the observation, field notes, and interviews, the researcher and the collaborators discussed the implementation of the actions and the changes as the result of the actions. The implementation of the actions was evaluated to improve the next ones.

In this action, the teacher was a participant observer where besides teaching, she also observed the English reading teaching and learning process. Thus, interviewing with the students and the English teacher were done after the teaching and learning process ended.

### 4. Evaluation and Reflection

The discussion and reflection were held at the end of each action. Each member contributed perceptions, suggestions, and ideas which were important for the next actions. All of the members involved discussed the effectiveness of the action as well as the problems occurred in the

classroom during the implementation of the action. The evaluation was used to write the report of the research and showed the effects of the action on the English reading teaching and learning process. The unsuccessful actions were improved in the next cycle and those which were successful were applied again in the next cycle.

## CHAPTER IV RESEARCH PROCESS, FINDINGS AND INTERPRETATIONS

### A. The Research Project at SMA Muhammadiyah Mungkid

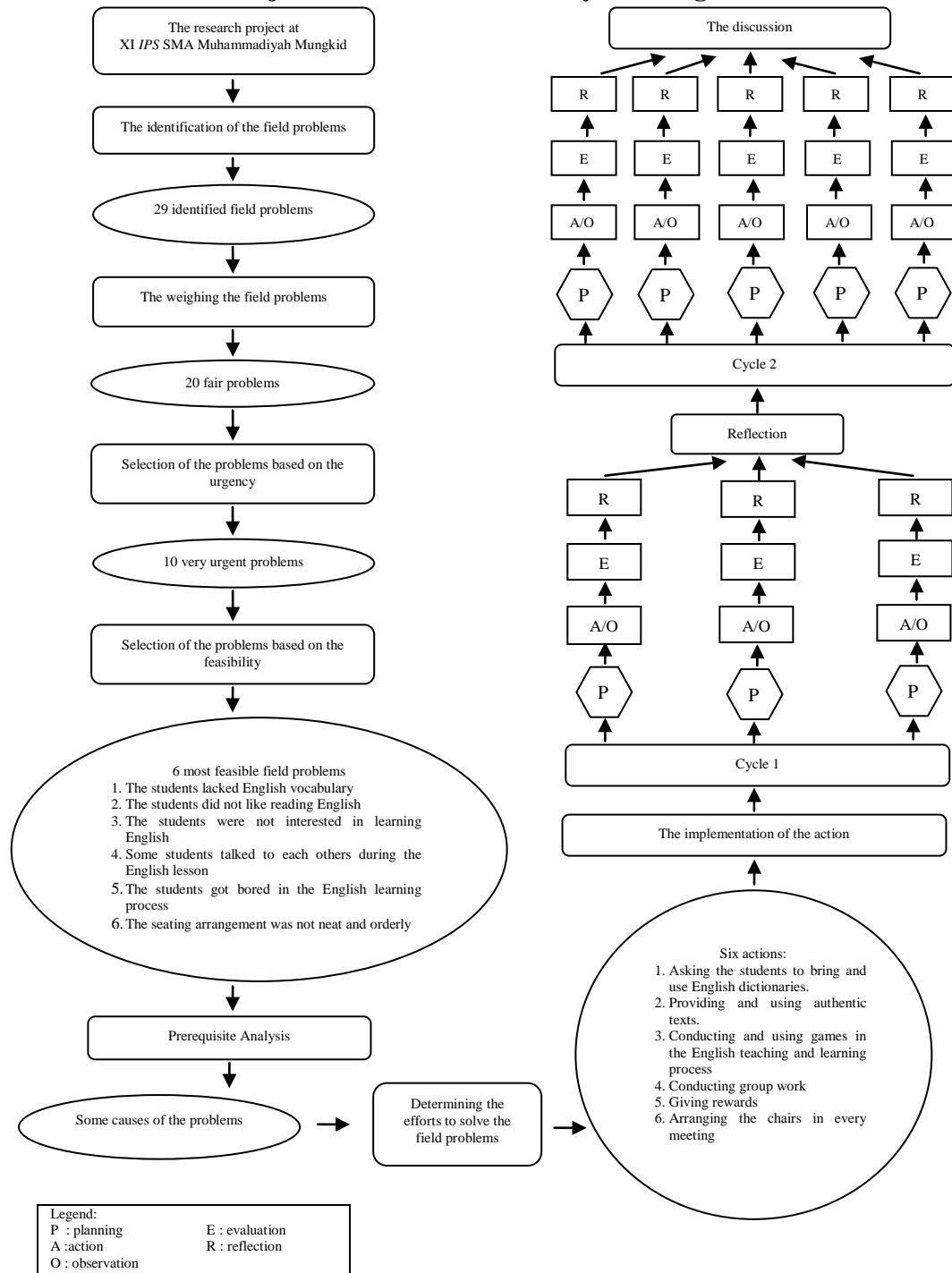


Figure 1. Steps of the Study

## B. Reconnaissance

### 1. Identification of Field Problems

The researcher conducted the research collaboratively with other research members such as the English teacher. To identify the field problems of the reading teaching and learning process of the students in class XI *IPS* of SMA Muhammadiyah 1 Mungkid, the researcher gave the questionnaires to the headmaster, English teacher, and the students. The researcher also did observation during the English teaching and learning process. The researcher then identified 29 field problems related to the reading teaching and learning process in the class XI *IPS* of Muhammadiyah Mungkid. The 29 field problems are presented in Table 1 below.

Table 1. **The 29 field problems**

No	Problems	Code
1	Students thought that English was difficult.	s
2	Students did not really like the English lesson.	s
3	Students were not interested in learning English.	s
4	Students had difficulties in understanding the text.	s
5	Students had difficulties in memorizing the new English vocabulary.	s
6	Students got bored in the English learning process.	s
7	Some students talked with each other during the English lesson.	s
8	Students forgot the English vocabulary easily.	s
9	Most of the students did not have an English dictionary.	s
10	Students did not like to bring an English dictionary into the class.	s
11	Students were lazy to open an English dictionary when they face a new English word.	s
12	Students had difficulties in understanding the teacher's explanation.	s
13	Most of the students had low mark in the English lesson.	s
14	Students lacked English vocabulary.	s
15	Students did not like reading English.	s
16	The teachers' explanation was unclear.	t
17	The teacher was too fast in explaining the lesson.	t
18	The teacher was not distinct to the troublemaker students.	t
19	The reading text was too long.	mat
20	There was no picture in the reading texts.	mat
21	The topic of the text was not interesting.	mat

(Continued)

(Continued)

No	Problems	Code
22	The English handbooks in the library were limited.	Med
23	The class room was dark.	Room
24	The building was old because there was no renovation since 1980's.	Room
25	The classroom was dirty.	Room
26	The seating arrangement was not neat and orderly.	Room
27	The schedule was in the afternoon.	Time
28	The time was short.	Time
29	There was no supported media to learn English.	Med

S: student

Med: media

T: teacher

Room: class room

Mat: material

time: time

## 2. Weighing Field Problems

The next step was weighing the field problems. A questionnaire filled in by the English teacher, the students, and the researcher herself was distributed to decide the weight of the problems. The objective of the questionnaire was to categorize the field problems into serious (S), fair (F), and unserious (US) ones. The serious (S) problems are those which are very hard or difficult to be solved, the fair (F) problems are those which are possible to be solved and the unserious (US) problems are those which are easy to be solved. The result of the weighing the field problems is described in the following table.

Table 2. **The result of weighing field problems**

No	Problems	Code	S	F	U
1	Students thought that English was difficult.	s		√	
2	Students did not really like the English lesson.	s		√	
3	Students were not interested in learning English.	s		√	
4	Students had difficulties in understanding the text.	s		√	
5	Students had difficulties in memorizing the new English vocabulary.	s	√		
6	Students got bored in the English learning process.	s		√	
7	Some students talked with each other during the English lesson.	s		√	
8	Students forgot the English vocabulary easily.	s		√	

(Continued)



(Continued)

No	Problems	Code	S	F	U
9	Most of the students did not have an English dictionary.	s		√	
10	Students did not like to bring an English dictionary into the class.	s	√		
11	Students were lazy to open an English dictionary when they face a new English word.	s		√	
12	Students had difficulties in understanding the teacher's explanation.	s	√		
13	Most of the students had low mark in the English lesson.	s		√	
14	Students lacked English vocabulary.	s		√	
15	Students did not like reading English.	s		√	
16	The teachers' explanation was unclear.	t		√	
17	The teacher was too fast in explaining the lesson.	t		√	
18	The teacher was not distinct to the troublemaker students.	t		√	
19	The reading text was too long.	mat		√	
20	There was no picture in the reading texts.	mat			√
21	The topic of the text was not interesting.	mat		√	
22	The English handbooks in the library were limited.	med		√	
23	The class room was dark.	room	√		
24	The building was old because there was no renovation since 1980's.	room	√		
25	The classroom was dirty.	room			√
26	The seating arrangement was not neat and orderly.	room		√	
27	The schedule was in the afternoon.	Time	√		
28	The time was short.	Time	√		
29	There was no supported media to learn English.	Med		√	

S: student

Med: media

T: teacher

Room: class room

Mat: material

time: time

Based on the result of the weighing the field problems, the problems then were ordered into three categories: serious (S), fair (F), and unserious (US). The result of the categorization can be seen in Table 3.

**Table 3. The order of field problems based on the weighing field problems**

No	Problems	Code	S	F	US
1	Students did not like to bring an English dictionary in the class.	S	√		
2	Students had difficulties in understanding the teacher's explanation.	S	√		

(Continued)

(Continued)

No	Problems	Code	S	F	US
3	The class room was dark.	S	√		
4	The building was old because there was no renovation since 1980's.	S	√		
5	The schedule was in the afternoon.	S	√		
6	The time was short.	S	√		
7	Students had difficulties in memorizing the new English vocabulary.	S	√		
8	Students thought that English was difficult.	F		√	
9	Students did not really like the English lesson.	F		√	
10	Students were not interested in learning English.	F		√	
11	Students had difficulties in understanding the text.	F		√	
12	Students got bored in the English learning process.	F		√	
13	Some students talked with each other during the English lesson.	F		√	
14	Students forgot the English vocabulary easily.	F		√	
15	Most of the students did not have an English dictionary.	F		√	
16	Students were lazy to open an English dictionary when they face a new English word.	F		√	
17	Most of the students had low mark in the English lesson.	F		√	
18	Students did not like reading English.	F		√	
19	The teachers' explanation was unclear.	F		√	
20	The way the teacher explain the lesson was too fast.	F		√	
21	The teacher was not distinct to the troublemaker students.	F		√	
22	The topic of the text was not interesting.	F		√	
23	The English handbooks in the library were limited.	F		√	
24	The sitting arrangement was not neat and orderly.	F		√	
25	The reading text was too long.	F		√	
26	Students lacked English vocabulary.	F		√	
27	There was no supported media to learn English.	F		√	
28	There was no picture in the reading texts.	US			√
29	The classroom was dirty.	US			√

S: student

T: teacher

Mat: material

Med: media

Room: class room

time: time

Based on Table 3, the problems that would be solved in this research were the problems in the fair (F) category. There were 20 problems in fair category. The problems are listed in Table 4.

**Table 4. The field problems in the fair (F) category**

No	Problems	S	F	US
1	Students thought that English was difficult.		√	
2	Students did not really like the English lesson.		√	
3	Students were not interested in learning English.		√	
4	Students had difficulties in understanding the text.		√	
5	Students got bored in the English learning process.		√	
6	Some students talked with each other during the English lesson.		√	
7	Students forgot the English vocabulary easily.		√	
8	Most of the students did not have an English dictionary.		√	
9	Students were lazy to open an English dictionary when they face a new English word.		√	
10	Most of the students had low mark in the English lesson.		√	
11	Students did not like reading English.		√	
12	The teachers' explanation was unclear.		√	
13	The teacher was too fast in explaining the lesson.		√	
14	The teacher was not distinct to the troublemaker students.		√	
15	The topic of the text was not interesting.		√	
16	The English handbooks in the library were limited.		√	
17	The seating arrangement was not neat and orderly.		√	
18	The reading text was too long.		√	
19	Students lacked English vocabulary.		√	
20	There was no supported media to learn English.		√	

S: student

Med: media

T: teacher

Room: class room

Mat: material

time: time

### **3. Selection of Field Problems Based on the Level of Urgency**

The researcher and other research team members worked together to select the field problems based on the level of urgency. The problems were selected by the fair (F) problems. The problems were categorized into three categories named very urgent (VU), urgent (U), and less urgent (LU). The very urgent (VU) are those which should be solved soon, the urgent (U) are those which do not need to

be solved soon, and the less urgent (LU) are those which are less important to be solved. The result can be seen in Table 5.

**Table 5. The selected problems based on the level of urgency**

No	Problems	VU	U	LU
1	Students thought that English was difficult.	√		
2	Students did not really like the English lesson.		√	
3	Students were not interested in learning English.	√		
4	Students had difficulties in understanding the text.	√		
5	Students got bored in the English learning process.	√		
6	Some students talked with each other during the English lesson.	√		
7	Students forgot the English vocabulary easily.		√	
8	Most of the students did not have an English dictionary.			√
9	Students were lazy to open an English dictionary when they face a new English word.		√	
10	Most of the students had low mark in the English lesson.	√		
11	Students did not like reading English.	√		
12	The teachers' explanation was unclear.		√	
13	The teacher was too fast in explaining the lesson.		√	
14	The teacher was not distinct to the troublemaker students.		√	
15	The topic of the text was not interesting.	√		
16	The English handbooks in the library were limited.		√	
17	The seating arrangement was not neat and orderly.	√		
18	The reading text was too long.			√
19	Students lacked English vocabulary.	√		
20	There was no supported media to learn English.		√	

Based on Table 5, the problems were then ordered on the basis of the level of urgency as in Table 6.

**Table 6. The order of selected problems based on the level of urgency**

No	Problems	Code	VU	U	LU
1	Students thought that English was difficult.	VU	√		
2	Students were not interested in learning English.	VU	√		
3	Students had difficulties in understanding the text.	VU	√		
4	Students got bored in the English learning process.	VU	√		
5	Some students talked with each other during the English lesson.	VU	√		
6	Most of the students had low mark in the English lesson.	VU	√		

(Continued)

(Continued)

No	Problems	Code	VU	U	LU
7	Students did not like reading English.	VU	√		
8	The topic of the text was not interesting.	U	√		
9	The seating arrangement was not neat and orderly.	VU	√		
10	Students lacked English vocabulary.	VU	√		
11	Students did not really like the English lesson.	U		√	
12	Students forgot the English vocabulary easily.	U		√	
13	Students were lazy to open an English dictionary when they face a new English word.	U		√	
14	The teachers' explanation was unclear.	U		√	
15	The teacher was too fast in explaining the lesson.			√	
16	The teacher was not distinct to the troublemaker students.	U		√	
17	The English handbooks in the library were limited.	U		√	
18	There was no supported media to learn English.	U		√	
19	Most of the students did not have an English dictionary.	LU			√
20	The reading text was too long.	LU			√

Based on Table 6, the problems that would be solved in the research were the problems in the very urgent (VU) category. There were 10 problems as listed in Table 7 below.

**Table 7. Problems of the very urgent (VU) category**

No	Problems	VU
1	Students thought that English was difficult.	√
2	Students were not interested in learning English.	√
3	Students had difficulties in understanding the text.	√
4	Students got bored in the English learning process.	√
5	Some students talked with each other during the English lesson.	√
6	Most of the students had low mark in the English lesson.	√
7	Students did not like reading English.	√
8	The topic of the text was not interesting.	√
9	The seating arrangement was not neat and orderly.	√
10	Students lacked English vocabulary.	√

#### 4. Selection of Field Problems Based on the Feasibility to be Solved

From the category of very urgent (VU) problems, the researcher and other research team members discussed and selected the problems based on the feasibility to be solved for this research. On the discussion, the researcher proposed some problems that are feasible to be solved by considering the time, fund, and the ability of the researcher to conduct the research. The problems were categorized into three categories, named the most feasible (MF), feasible (F), and less feasible (LF) ones. The result is presented in the following table.

Table 8. **The selected problems based on the feasibility to be solved**

No	Problems	MF	F	LF
1	Students thought that English was difficult.		√	
2	Students were not interested in learning English.	√		
3	Students had difficulties in understanding the text.		√	
4	The students got bored in the English learning process.	√		
5	Some students talked with each other during the English lesson.	√		
6	Most of the students had low mark in the English lesson.		√	
7	The students did not like reading English.	√		
8	The topic of the text was not interesting.		√	
9	The seating arrangement was not neat and orderly.	√		
10	Students lacked English vocabulary.	√		

Based on the above table, the problems that would be solved were the problems in the most feasible (MF) category. A list of the problems can be seen in the following table.

Table 9. **The problems to be solved**

No	Problems	Code
1	Students were not interested in learning English.	MF
2	The students got bored in the English learning process.	MF

(Continued)

(Continued)

No	Problems	Code
3	Some students talked with each other during the English lesson.	MF
4	The students did not like reading English.	MF
5	The seating arrangement was not neat and orderly.	MF
6	Students lacked English vocabulary.	MF

## 5. Prerequisite Analysis

The researcher formulated *prerequisite analysis* on the selected problems. The researcher arranged the field problems in such an order that each appeared to have a natural cause-and-effect relationship. The result of the prerequisite analysis is shown in the following table.

Table 10. **Prerequisite Analysis**

Before Prerequisite Analysis	After Prerequisite Analysis
1. Students were not interested in learning English.	1. Students lacked English vocabulary.
2. The students got bored in the English learning process.	2. The students did not like reading English.
3. Some students talked with each other during the English lesson.	3. Students were not interested in learning English.
4. The students did not like reading English.	4. Some students talked with each other during the English lesson.
5. The seating arrangement was not neat and orderly.	5. The students got bored in the English learning process.
6. Students lacked English vocabulary.	6. The seating arrangement was not neat and orderly.

The students of SMA Muhammadiyah Mungkid Grade XI *IPS* lacked of English vocabulary. It made them difficult to understand the English texts. They were confused and thought that English was a difficult subject. It made them did not like to read English texts. It could decrease the students' interest to learn English in which in turn might cause the students to pay less attention, be bored in

the English teaching and learning process and became not interested in learning English in the class.

Students' seating arrangement for some teachers may not be a big problem in teaching and learning process, but in this research, it became a problem. In Grade XI *IPS*, the students like to sit down in the back only with their close friends. They like to make groups only with their close friends. They were not comfortable to join students who were not their group. They made distance between their group and other groups. In the back, they made conversation and chatted with their friends. They like to talk to each other in the back during teaching and learning process and made noise. The noise disturbed the other students. Besides that, they did not pay attention to the English teacher. It made the condition and situation during teaching and learning process not conducive.

## **6. Objective Analysis**

After determining the prerequisite analysis, the researcher then formulated an objective analysis with the English teacher. In this step, the researcher and the English teacher considered many factors which possibly caused the field problems. The field problems of the prerequisite analysis were analyzed based on the possible causes covering such factors like the teacher, students, materials, process, learning method, time, and so on. The following table shows the result of the objective analysis.



Table 11. **Objective Analysis**

<b>The problems before discussion with other research team members</b>	<b>The main causes after discussion with other research team members</b>
<b>1. Teacher-related Factors</b> a. The teacher was not distinct to the troublemaker students. b. The teacher was too fast in explaining the lesson. c. The teachers' explanation was unclear.	<b>1. Teacher-related Factor</b> a. The teachers' explanation was unclear.
<b>2. Student-related Factors</b> a. Students thought that English was difficult. b. Students did not really like the English lesson. c. Students were not interested in learning English. d. Students had difficulties in understanding the text. e. Students had difficulties in memorizing the new English vocabulary. f. The students did not like reading English. g. Some students talked with each other during the English lesson. h. Students forgot the English vocabulary easily. i. Most of the students did not have an English dictionary. j. Students did not like to bring an English dictionary into the class. k. Students were lazy to open an English dictionary when they face a new English word. l. Students had difficulties in understanding the teacher's explanation. m. Most of the students had low mark in the English lesson. n. Students lacked English vocabulary.	<b>2. Student-related Factors</b> a. Students thought that English was difficult. b. Students did not really like the English lesson. c. Students were not interested in learning English. d. Students had difficulties in understanding the text. e. Students had difficulties in memorizing the new English vocabulary. f. The students did not like reading English. g. Some students talked with each other during the English lesson. h. Students forgot the English vocabulary easily. o. Students did not like to bring an English dictionary into the class. i. Students had difficulties in understanding the teacher's explanation. j. Students lacked English vocabulary. k. The students got bored in the English learning process.

(Continued)

(Continued)

<b>The problems before discussion with other research team members</b>	<b>The main causes after discussion with other research team members</b>
o. The students got bored in the English learning process.	l. The text was not interesting m. The students were unmotivated in learning English.
<b>3. Material-related Factors</b> a. The reading text was too long. b. There was no picture in the reading texts. c. The topic of the text was not interesting.	<b>3. Material-related Factors</b> a. The reading text was too long. b. There was no picture in the reading texts. c. The topic of the text was not interesting.
<b>4. Method-related Factors</b> a. The teacher was too fast in explaining the lesson.	<b>4. Method-related Factors</b> a. The teacher was too fast in explaining the lesson.
<b>5. Other-related Factors</b> a. There was no supported media to learn English. b. The class room was dark. c. The building was old because there was no renovation since 1980's. d. The classroom was dirty. e. The seating arrangement was not neat and orderly. f. The schedule was in the afternoon. g. The time was short. h. The English handbooks in the library were limited.	<b>5. Other-related Factors</b> a. There was no supported media to learn English. b. The classroom was dirty. c. The seating arrangement was not neat and orderly. d. The schedule was in the afternoon. e. The English handbooks in the library were limited.

## **7. Determining the Efforts to Solve the Selected Field Problems**

Having arranged the objective analysis, the researcher formulated some actions to solve the field problems. The relationship among the selected problems, the main causes, and the actions to solve the problems can be seen in Table 12.

Table 12. **The actions to solve the problems**

No	Selected Problems	Main Causes	Actions
1	Students lacked English vocabulary.	Students lacked English vocabulary.	Asking the students to bring and use English dictionaries.
2	The students did not like reading English.	The topic of the text was not interesting.	Providing and authentic texts.
3	Students were not interested in learning English.	There was no variation in teaching English.	Conducting and using games during English teaching and learning process.
4	Some students talked with each other during the English lesson.	They were not interesting in learning English and The students were unmotivated in learning English.	Conducting group work and giving rewards.
5	The students got bored in the English learning process.	There was no variation in teaching English.	Conducting game.
6	The seating arrangement was not neat and orderly.	The class discipline did not work.	Arranging the chairs in every meeting (The teacher arranges the seating arrangement).

Asking the students to bring and use English dictionaries during the English teaching and learning process was intended to help the students to find the meaning of the English words and translate them into Indonesian. The use of authentic texts was aimed at giving variation in the reading texts; therefore the

students were interested in reading English texts. Conducting and using games in the English teaching and learning process was aimed at giving variation in the English teaching and learning process so that it would not run monotonously. It was expected that the students interested in learning English. Working in group and giving rewards were intended to solve the problem of the students' behaviour that like to talk to their friends. By conducting group work, the students could discuss the lesson with their friends to solve the problems and to answer the exercises. The students also become more interested in doing the exercises because they would get rewards. Arranging the chairs every meeting was intended to solve the students' problems related to the seating arrangement in the class. The seating arrangement was not neat and orderly. It was hoped could minimize the disruptive behaviour done by the students who which disturbed the English teaching and learning process. All the actions were done to solve the problems related to the efforts to improve the learning process of reading so that they would not get bored to the reading teaching and learning process.

Table 13 is the explanation of the implementation of Action 1 up to Action 6 in Cycle 1 and Cycle 2.

**Table 13. The actions to solve the problems in Cycle 1 and Cycle 2**

<b>Actions</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Explanation</b>
1. Asking the students to bring and use English dictionaries	√	√	Asking the students to bring and use English dictionaries was conducted in Cycle 1 and Cycle 2 to solve the problem related to the students' lack of vocabulary. It was conducted again in Cycle 2 to get the optimum results.

(Continued)

(Continued)

<b>Actions</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Explanation</b>
2. Providing and using authentic texts	√		Providing and using authentic texts was conducted in Cycle 1 to solve problems related to the students who did not like reading English and got bored in the English teaching and learning process. Action 2 would not be implemented in Cycle 2 because this action was already successful in Cycle 1 to solve the problem dealing with students' interest in reading English texts.
3. Conducting and using games in the English teaching and learning process	√	√	Conducting and using games in the English teaching and learning process was conducted in Cycle 1 and Cycle 2 to solve the problem related to the students' interest in learning English. It was conducted again in Cycle 2 to get the optimum results.
4. Conducting group work		√	Conducting group work was conducted in Cycle 2 to solve the problem related to the students' behaviour of talking to each others during the English lesson.
5. Giving rewards		√	Giving rewards was conducted in Cycle 2 to solve the problem related to the students' motivation in the English teaching and learning process
6. Arranging the chairs every meeting		√	Arranging the chairs every meeting was conducted in Cycle 2 to solve the problem related to the students' habit of arranging their chairs not neat and orderly.
Action 4 up to Action 6 was only conducted in Cycle 2 because the time in Cycle 1 was limited. In Cycle 1, the researcher tried to solve the first three most urgent and main problems and continued solving the next problems in Cycle 2.			

## **C. Findings and Interpretations**

### **1. Cycle I**

There were some actions in Cycle 1. The actions were:

1. Asking the students to bring and use English dictionaries
2. Providing and using authentic texts
3. Using games in the English teaching and learning process

The first cycle was conducted on December 3<sup>rd</sup>, 7<sup>th</sup>, and 10<sup>th</sup>, 2009. The English teacher observed and helped the researcher to note the reaction of the students of Grade XI and gave opinions about the actions. Action 4 up to Action 6 was not conducted in Cycle 1 because the time was limited. In Cycle 1, the researcher tried to solve the urgent and main problems.

#### **a. Action 1: Asking the Students to Bring and Use English Dictionaries**

##### **1) Planning**

Before implementing the action, the researcher discussed with the English teacher about what would be done in Cycle 1. The researcher asked the English teacher to help her to inform the students that they had to bring English dictionaries into the class during English teaching and learning process. It was intended to help them to find the meaning of English words and translate them into Indonesian. It was hoped that they would understand the texts and enjoy reading English texts.

## 2) Action and Observation in Cycle 1

The action was conducted on December 3<sup>rd</sup>, 7<sup>th</sup>, and 10<sup>th</sup>, 2009. There are two problems faced by the researcher related to the implementation of Action 1. The first problem was the students did not bring English dictionaries. When they were asked by the researcher why they did not bring English dictionaries the reasons were either they did not have it, forgot to bring it, or intended to borrow it from the library. It can be seen from the following interview transcript.

- R : *“Yang gak bawa kamus, kenapa kalian tidak membawa kamus bahasa Inggris hari ini?”*  
 (“For the students who do not bring a dictionary, why do you don’t bring it today?”)
- S16 : *“Gak punya bu di rumah”.*  
 (“I don’t have any English dictionary at home ma’am”.)
- S2 : *“Lupa bu. Mau pake kamus di sekolah aja”.*  
 (“I forget ma’am. I want to borrow it from the library”.)
- S13 : *“Lak biasane mbeto kamus di perpustakaan kok bu, hehehe...”.*  
 (“We usually borrow it from the library ma’am, hehehe...”.)  
 (Interview 3, p.123)

The second problem was that English dictionaries in the library were not enough for all students and therefore the researcher decided to ask the students to share them, one for two students. The researcher also asked the students to bring English dictionaries for the next meetings and/ or borrow them from their friends in other classes.

In those three meetings, the researcher explained about Narrative. She gave narrative texts to the students. They read the texts and answered the questions based on the texts. When they found difficult words, they opened

English dictionaries although some of them still asked the researcher or their friends.

Although there were some problems in implementing Action 1 in Cycle 1, there were also some positive things. First, the students gave positive responses to the advantages of the use of English dictionaries during the learning process of reading. It helped the students to find the meaning of the difficult or new English words and helped them to understand the texts. It made them eager to read English texts. It can be seen from the following interview transcript.

- R : *“Apa kalian merasakan manfaat membawa kamus pada jam pelajaran bahasa Inggris?”*  
 (“Did you feel the advantages from the use of English dictionaries during the English teaching and learning process?”)
- S7 : *“Iya bu, ternyata asik kalo tau artinya. Ternyata critanya menarik”.*  
 (“Yes Ma’am, it was interesting when we know the meaning. The story was interesting”.)
- S13 : *“Iya, sangat membantu bu”.*  
 (“Yes, it was very helpful Ma’am”.)
- R : *“Dek siapa? Zaenal? Emang biasanya gak pernah tau maksud teksnya ya?”*  
 (“What is your name? Zaenal? Have you ever understood the text before?”)
- S7 : *“Nggih ngertos, sithik-sithik, .hehehe... neng katah mbotene biasane. Jadinya ngantuk ngonten bu. Wong mboten dhong”.*  
 (“Well, I understand little, but mostly I did not understand. It made me sleepy because I do not understand”.)
- R : *“Kalo dek Isna membantu gimana?”*  
 (“How about you, Isna?”)
- S13 : *“Ya membantu tau Indonesianya, jadinya tau jalan ceritanya bu”.*  
 (“Yes, it helped me to find the meaning of the English words in Indonesian, so I could understand the story”.)
- R : *“Besok-besok kalian mau membawa kamus apa tidak di jam pelajaran bahasa Inggris?”*  
 (“Do you want to bring English dictionaries during the English teaching and learning process?”)



S7 & S13 : "*Iya bu, InsyaAllah...*".  
 ("Yes Ma'am, InsyaAllah...")

(Interview 5, p. 125)

R : "*Bawa kamus pas jam pelajaran bahasa Inggris ada manfaatnya pa gak?*"

("Was there any advantage of bringing English dictionaries during the English teaching and learning process?")

S11 : "*Ada lah bu. Jadi tau Indonesianya*".

("Yes ma'am. It helped me know the meaning of the English words in Indonesian".)

R : "*Kalo tau Indonesianya trus gimana?*"

("So?")

S11 : "*Ehmm... jadi tau maksudnya, sedikit-sedikit*".

("Ehmm...it helped me understand the texts, a little".)

R : "*Jadi seneng baca teks Inggris pa gak?*"

("Did it help you like to read English texts?")

S11 : "*Kalo tau artinya trus maksud ma bacaanya ya jadi suka, tapi kalo gak tau maksudnya jadi males baca. Pusing bu*".

("When I can understand that texts, I like to read that English texts, but if I don't understand the texts, I became lazy to read them. I was confused to understand that texts Ma'am".)

(Interview 7, p. 127)

The English teacher also gave positive response related to the use of English dictionaries into the class during the learning process of reading. It worked well to help students to understand English texts and motivate them to be more interested in reading them. It can be seen from the teacher's opinion as quoted.

R : "*Menurut ibu, penggunaan kamus di jam bahasa Inggris itu efektif apa tidak?*"

("What do you think about the use of the English dictionaries during the English teaching and learning process? It is effective or not?")

T : "*Ya efektif bu. Siswa jadi tau artinya. Setidaknya mereka jadi bisa menambah kosakata bahasa Inggris. Kalo tau artinya kan jadi tertarik untuk membaca teksnya*".

("Yes, it is effective. The students could understand the meaning of the words. At least, they can improve their English vocabulary. If

they know the meaning of the word, they will be interested to read the texts”)

(Interview 6, p.126)

Another thing was an improvement of the use of English dictionaries during the English teaching and learning process. In the first meeting, not all students brought and used English dictionaries during the English teaching and learning process. In the second and third meeting, most of them brought English dictionaries during the English teaching and learning process.

### **3) Evaluation**

Having implemented the actions, the researcher and the English teacher then did evaluation collaboratively.

The positive and negative results of the implementation of Action 1 were illustrated in Figure 2.

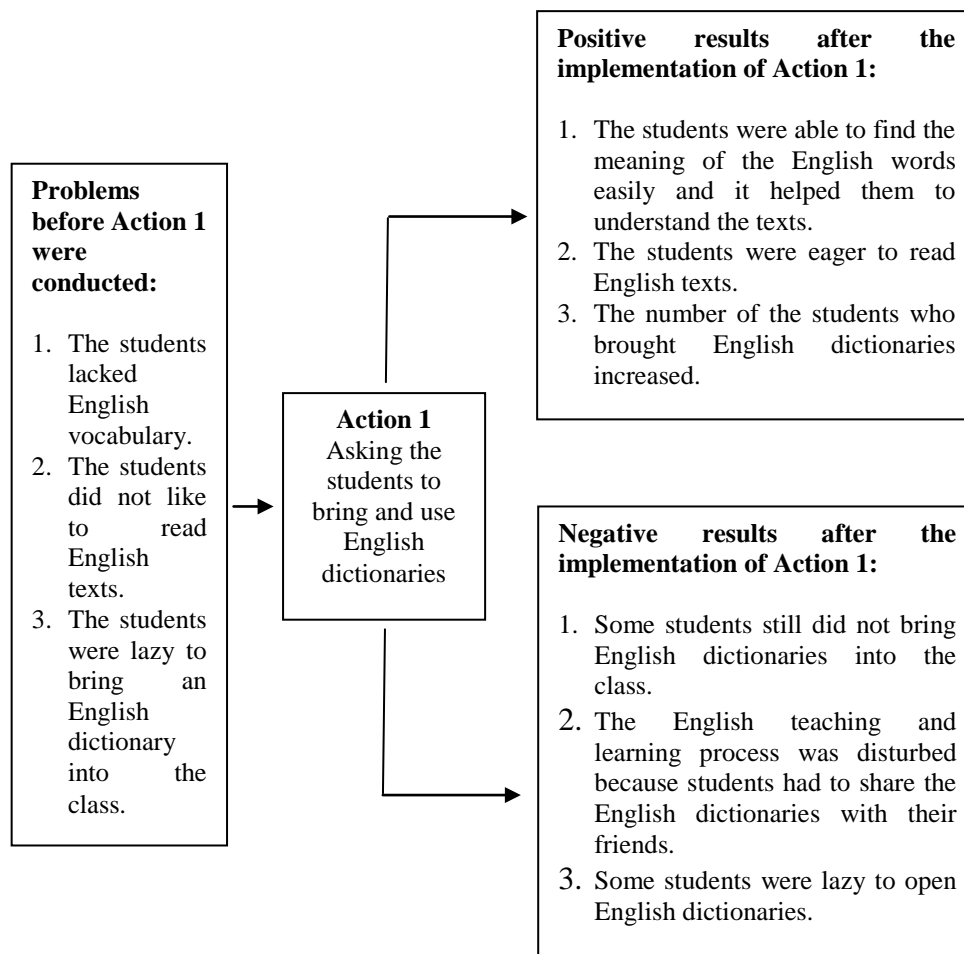


Figure 2. The positive and negative results of Action 1

#### 4) Results

The summary of the implementation of Action 1 can be seen in Figure

3.

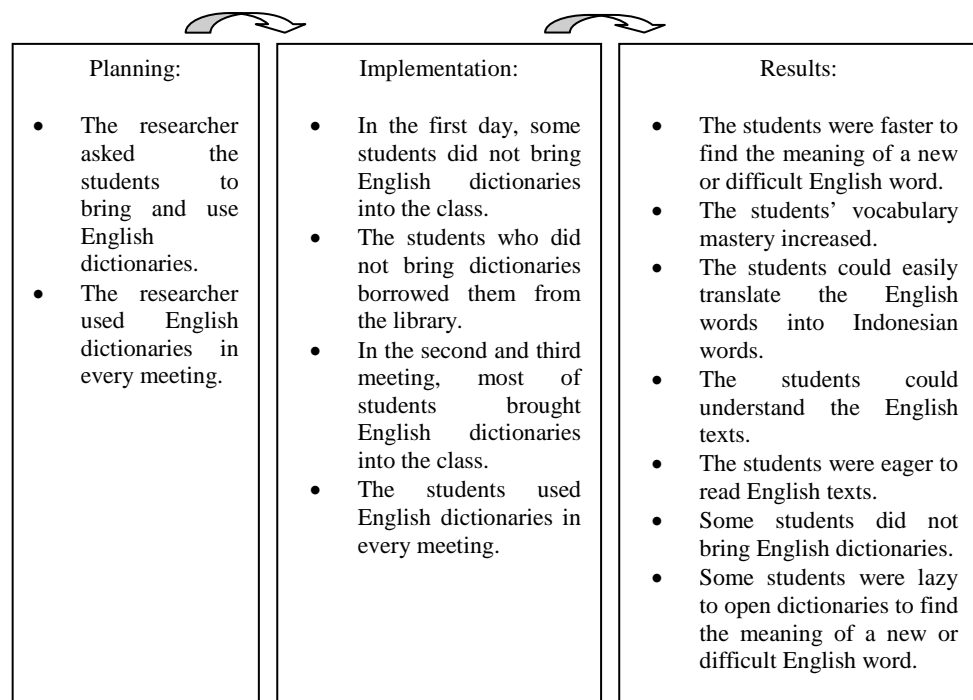


Figure 3. The summary of the implementation of Action 1

Below are the figure of the positive results of Action 1 related to number of the students who brought English dictionaries during the English teaching and learning process. From the figure, there were still some students who did not bring English dictionaries but the number decreased drastically.

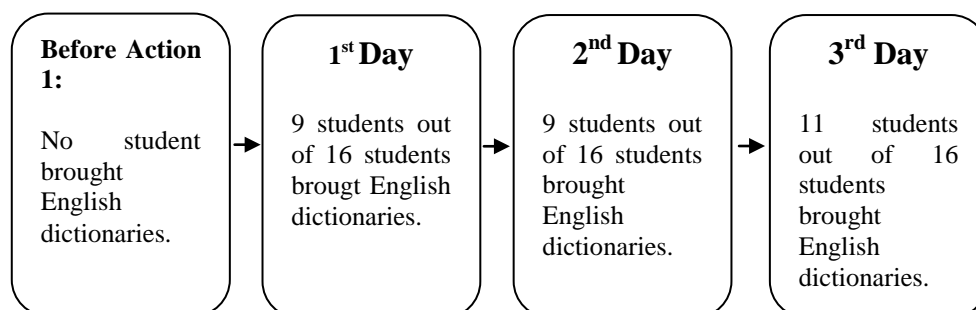


Figure 4. The number of students who brought English dictionaries

## **b. Action 2: Providing and Using Authentic Texts**

### **1) Planning**

To achieve the learning objectives, a teacher needs to use appropriate texts. The researcher told the English teacher that she would use authentic texts. The English teacher gave comment, opinions about authentic texts and advised the researcher that the texts should be based on the syllabus. The researcher planned to use authentic texts in every meeting of Cycle 1. The use of authentic texts was aimed to give variation in reading texts. It was hoped that students be more interested in reading English texts and eager to read them.

### **2) Action and Observation in Cycle 1**

The researcher provided and used authentic texts for every meeting, on December 3<sup>rd</sup>, 7<sup>th</sup>, and 10<sup>th</sup>, 2009. The texts used were Nasreddin ‘A man who never gives up’ (Hariyanto, Sugeng. 1998. *Nasredin, a man who never gives up*. Yogyakarta: Kanisius.), The Fox and The Crow, Cinderella, The Legend of Malin Kundang by Bromocorra, Snow White and the seven Dwarfs by Walt Disney, etc. (see Appendix)

The students’ responses to the authentic texts were good. They said that the texts were interesting and they made them interested in reading them. It can be seen in the following interview transcript.

- R : “*Bagaimana textsnya tadi? Apa kalian suka?*  
 (“What did you think about the texts? Did you like them?”)  
 S4 : “*Suka bu. Ada gambarnya. Gak bosenin*”  
 (“Yes, I like it Ma’am. There was a picture. It was not boring”.)  
 S13 : “*Menarik bu. Kalo bacaanya dong sih jadinya mboten ngantuk teng*

- kelas*"  
 ("It was interesting Ma'am. If I understand the text, it made me not feel sleepy joining the lesson in the class".)
- S6 : *"seru bu"*.  
 ("It was great Ma'am".)
- R : *"Menariknya dimana?"*  
 ("Why it was interesting?")
- S4 : *"Ya ada gambarnya, teksnya gak panjang banget. Trus tadi pake kamus, jadinya tau artinya"*.  
 ("Because there was a picture, the text was not very long. And then we used a dictionary, it helped us to understand the meaning of the English word".)
- S5 : *"Tulisannya gede bu, jadinya yo rak pusing membacanya tu bu. Yo mbak yo. Kalo pelajaran bhs Inggris ngentini terus penak bu. Itu gak bwat ngantuk. Apalagi kalo tau maksudnya, seneng"*.  
 ("The font of the texts was big, it helped me not feel confused reading the texts. It was interesting if English lessons like this Ma'am. It did not make me feel sleepy. Moreover, it was fun when we understand the texts".)
- S6 : *"Ceritanya tentang legenda bu. Jadinya punya bayangan pas baca ceritanya. Gak susah-susah bacaanya. Menarikalah. Lanjutkan"*.  
 ("It was interesting because it is legend. So I had imagination when I read the text. The vocabularies were not difficult. It was interesting. We should continue to use authentic texts, please".)  
 (Interview 8, p.128)

Some students said that the media could make the reading teaching and learning more interesting and easier. It made them more interested in learning English. It can be seen in the following students' opinions when the researcher asked them to answer the questionnaires about the texts.

- S2 : *Asik bu.....*  
*Bacaannya seru. Jadi asik ampe gak krasa pas jam bahasa Inggris.*  
 (Wonderful Ma'am.....)  
 (The texts were great so it was wonderful, it felt like the English lesson passed quickly.)
- S6 : *Bacaanya menarik, saya jadi suka bahasa inggris.*  
 (The texts were interesting. I like English.)
- S7 : *Kata-katanya tidak sulit, mudah dipahami.*  
*Saya seneng kalo mudheng ma bacaannya.*  
*Biasanya ngebosenin kalo pas pelajaran bahasa Inggris.*  
 (The vocabularies were not difficult, it was easy to be understood)

- (I was happy if I understand the texts.)  
 (Usually English was boring)
- S8 : *Bagus bu.*  
 OK  
 (It was good Ma'am.)
- S9 : *aQ sk baNget.*  
*sueR bu, seRu....*  
 (I like the texts very much.)  
 (Swear Ma'am, It was great.....)
- S10 : *Bacaanya menarik.*  
*Saya jadi gak ngantuk di kelas.*  
 (The texts were interesting.)  
 (It made me not felt sleepy in the class.)
- S11 : *Bacaannya menarik.*  
*Saya jadi g ngantuk di kelas.*  
*Saya semakin suka membaca.*  
*Thanx bu teksnya boleh dibawa pulang.*  
 (The texts were interesting.)  
 (I became not feel sleepy in the class.)  
 (I got myself more and more like reading.)  
 (Thank Ma'am, the text could be brought home.)
- S14 : *Bacaannya menarik.*  
 (The texts were interesting.)
- (Appendix B, p. 154)

### 3) Evaluation

Having implemented the action, the researcher and the English teacher then did evaluation collaboratively. The use of authentic texts made students interested in reading English texts. The students also got variations in reading English texts and made them not feel sleepy in the class during the English teaching and learning process.

The positive changes of Action 2 were illustrated in Figure 5.

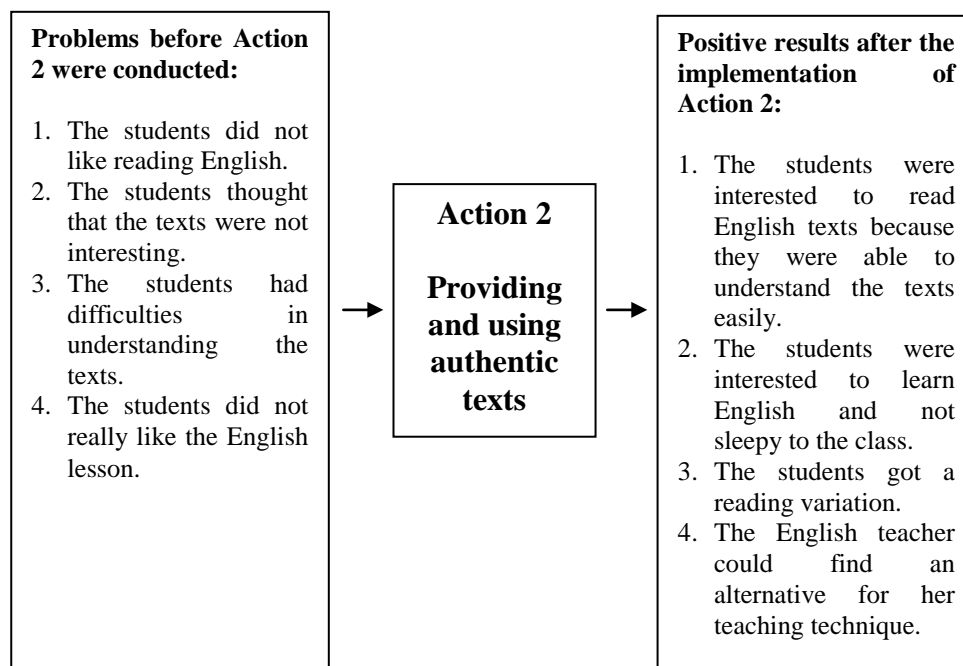


Figure 5. The positive and negative results of Action 2

#### 4) Results

The summary of the implementation of Action 2 can be seen in

Figure 6.

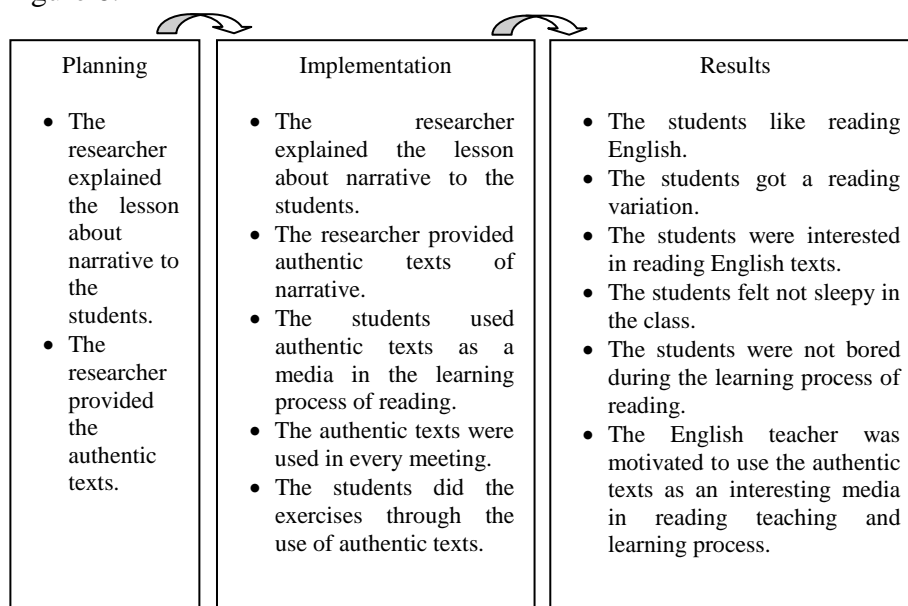


Figure 6. The summary of the implementation of Action 2



**c. Action 3: Conducting and Using Games in the English Teaching and Learning Process**

**1) Planning**

In Cycle 1, the researcher proposed the use of games in the classroom. The games were intended to make the classroom activity more interesting. It was hoped that the games could help students become more interested in learning English and keep them from getting bored and falling asleep. The researcher discussed the games which would be used with the English teacher before implementing them in the class. The game was 'Guessing the title of a popular narrative text'.

**2) Action and Observation Action 3 in Cycle 1**

The games were implemented on December 7<sup>th</sup> and 10<sup>th</sup>, 2009. The game was 'Guessing the title of a popular narrative text'. It was played individually. The researcher told students how to play the game. After that, students played it. All the students read some narrative texts. After that, one of the students gave some clues about the text, told the orientation, complication or the solution of the story, and wrote the first and the last alphabet of the title of the text. The other students tried to guess the title of the text and told the social value of the text.

The researcher gave score to students who come in front of the class 2 points, and the students who could guess the title of the text 1 point and they would be added 1 point if they could inform the social value of the story.

Having explained the instruction, the teacher started the game. The teacher asked the students who wanted to be the first volunteer, but there was no student who wanted to volunteer. Finally, she asked one of the students whose student's number is seven because that day was December 7<sup>th</sup>, 2009. The student came in front of the class and gave some clues. The others tried to tell the alphabets and guess the title and also the social value of the narrative texts.

The students competed to be the winner. They tried to guess every title. They were happy and looked very enthusiastic. In the end of the game, the teacher decided the winner. The winner was the students who could collect the highest point. Some students asked the teacher to add the winner because the winner was the student who always gets the highest score in the English lesson. The teacher finally decided to make two students as the first winner and the runner up. The teacher did not give the prize as reward for the winners that day because she only brought one prize. The winners got the prize in the next meeting.

### **3) Evaluation**

Having implemented the action, the researcher and the English teacher then did evaluation collaboratively. They found that the action did not work well because some students were still passive in the class because they were ashamed and afraid to make mistakes. It can be seen in the following interview transcript.

- R : "*Kenapa tadi kok gak mau maju ke depan jadi volunteer?*"  
 ("Why didn't you want to come to the front as a volunteer?")
- S9 : "*Malu bu. Takut salah*".  
 ("I was ashamed Ma'am. I was afraid to make mistakes".)
- R : "*Lain kali gak perlu malu, kita kan juga sama-sama belajar*".  
*"Adek tadi passive di kelas pas game menebak judul. Kenapa?"*  
 ("You didn't need to be ashamed next time. We studied together here")  
 ("You were passive in the class. Why?")
- S8 : "*Diangan-angan sih dah mau maju bu, tapi gak jadi. Takut salah.*"  
 ("Actually I would come in front of the class Ma'am, but I cancelled. I was afraid to make mistakes".)
- (Interview 9, p. 129)

Although there were still some passive students, the researcher found that the games made the students happy. It could be seen from their participation in the game. The game also made the students enthusiastic to study and could prevent them from getting bored. It can be seen in the following interview transcript.

- S15 : "*Seru bu. Sering-sering aja main game bu. Tiap pelajaran bahasa Inggris juga gak papa kok bu. Saya malah seneng.*"  
 ("It was interesting Ma'am. I am happy if in every English teaching and learning process we played games")
- S5 : "*Asik bu... Saya jadi gak mengantuk. Gak ngebosenin.*"  
 ("It was interesting Ma'am... I was not sleepy. It was not boring")
- R : "*Kalo adek, gimana gamenya tadi? Seneng gak jadi pemenang?*"  
 ("What did you think about the game we had played? Were you happy to be the winner?")
- S7 : "*Asik bu dapat hadiah. Gak pernah ada yang suka kasih hadiah bu. Jadinya lebih semangat kalo ada hadiahnya, yo Ka yo?*"  
 ("I was happy to get the prize. Here, nobody ever gave a prize to us. So we were being more enthusiastic if there was a prize, am I Ka?")
- R : "*Trus tentang gamenya?*"  
 ("How about the game?")
- S7 : "*Asik bu. Saya seneng pokokmen. Gak ngebosenin di kelas*"  
 ("It was interesting Ma'am. I was happy. It was not boring in the class")
- (Interview 10, p. 129)

The positive and negative results of the implementation of Action 3 were illustrated in Figure 7.

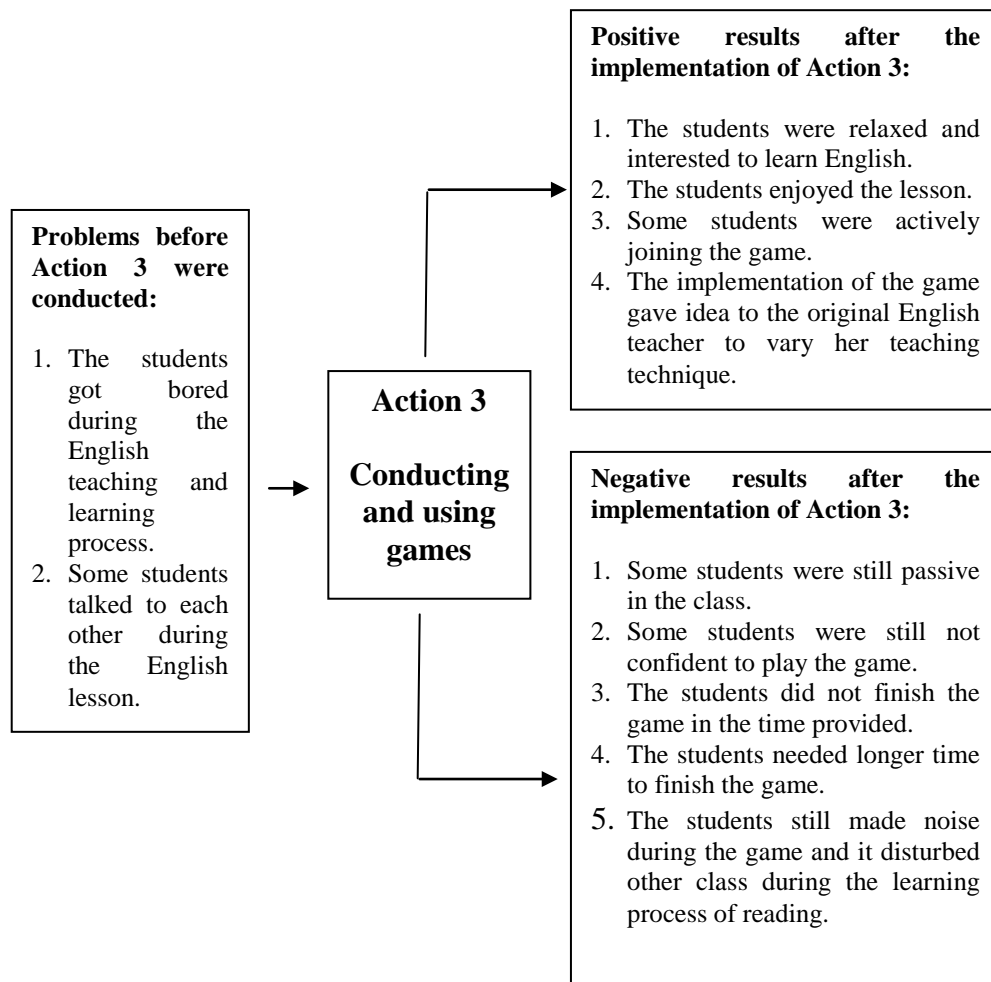



Figure 7. The positive and negative results of Action 3

#### 4) Results

The summary of the implementation of Action 3 can be seen in Figure 8.



Planning:	Implementation:	Results:
<ul style="list-style-type: none"> <li>• The researcher would conduct a game.</li> <li>• The game was played individually.</li> <li>• The researcher would explain the rule of the game.</li> <li>• The researcher would announce the winner and give them a prize.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher conducted the game.</li> <li>• The researcher explained the rule of the game.</li> <li>• The students played the game.</li> <li>• The researcher announced the winners.</li> <li>• There were two winners</li> <li>• The researcher gave the prizes to the winners.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students' responses to the activity were positive.</li> <li>• Some students were still passive in the class.</li> <li>• The game could prevent them from getting bored.</li> <li>• The students enjoyed learning English.</li> <li>• The action would be improved to get the optimum result.</li> <li>• The teacher was motivated to use game as a new teaching method.</li> </ul>

Figure 8. The summary of the implementation of Action 3

#### d. General Findings and Reflections in Cycle I

Based on the reflection of the actions above, there were several points that could be concluded as follows:

##### 1) Action 1: Asking the students to bring and use English dictionaries

- a) The use of English dictionaries to help students to find the meaning of English words and to translate them into Indonesian was effective. Although there were some problems such as the students did not bring English dictionaries at the first meeting but in the next meeting, they brought English dictionaries into the class. The students also were able to find the meaning of a new or difficult English word easier and faster. The students' English vocabulary mastery also increased. It was showed by their understanding of the texts.

- b) The problem related to the implementation of Action 1 was some students were lazy to open English dictionaries every time they found difficult or new English words.
- c) Action 1 would be implemented again in Cycle 2 to get an optimum result.

2) Action 2: **Providing and Using Authentic Texts**

- a) The use of authentic texts to give variation in reading texts was effective. The students became more interested and eager to read English texts.
- b) Action 2 would not be implemented in Cycle 2 because this action was successful to solve the problem dealing with students' interest in reading English texts.

3) Action 3: **Conducting and Using Games**

- a) The implementation of games was not effective because there was some students who were passive in the class and they made noise during the games and it disturbed the learning process of reading.
- b) Although conducting and using games was not effective, the researcher noticed that the games could prevent the students from getting bored and they were happy learning English.
- c) Action 3 would be implemented again in Cycle 2 to get an optimum result.

- d) The English teacher of SMA Muhammadiyah Mungkid was motivated to use authentic texts and games as interesting alternatives for her teaching technique.

Action 4 up to Action 6 was not implemented in Cycle 1 because the time was limited. The researcher tried to solve the first three urgent and main problems in Cycle 1 while Action 4 up to Action 6 were implemented in Cycle 2.

## **2. Cycle 2**

The actions conducted in this action research were: 1) Asking the students to bring and use English dictionaries, 2) Providing and using authentic texts, 3) Conducting and using games in the English teaching and learning process, 4) Conducting group work, 5) Giving rewards, and 6) Arranging the chairs every meeting. From the six actions, the researcher implemented Action 1 and Action 3 up to Action 6 in Cycle 2. Action 2 was not implemented again in Cycle 2 because this action was successful to solve the problem dealing with students' interest in reading English texts.

Cycle 2 was conducted on December 14<sup>th</sup>, 17<sup>th</sup>, and 21<sup>st</sup>, 2009. The researcher and the English teacher agreed that the researcher implemented the actions as the teacher. The English teacher helped the researcher to note the reaction of the students of Grade XI *IPS* and give opinions about the actions.

### a. Action 1: Asking the Students to Bring and Use English Dictionaries

#### 1) Planning

The students had to bring and use English dictionaries into the class during the English teaching and learning process like what they did in Cycle 1 and there would be punishment for students who did not bring English dictionaries. This action was intended to help the students to find the meaning of English words and to help students to translate English words into Indonesian words. It was hoped the students would understand English texts and enjoy reading them.

#### 2) Action and Observation in Cycle 2

The action was conducted on December 14<sup>th</sup> and 17<sup>th</sup>, 2009. All students brought English dictionaries into the class. Some of them brought their own English dictionaries and some others borrowed them from the library. It can be seen in the following interview transcript.

R : "*Siapa yang tidak membawa kamus hari ini?*"  
("Who does not bring a dictionary today?")

Ss : "*Rispan bu....*".  
("Rispan, Ma'am")

S16 : "*Enggak bu, saya bawa. Ini bukunya bu. Saya tadi pinjam di kantor*".  
("No Ma'am, I bring a dictionary. This is the dictionary. I borrowed it from the library".)

R : "*Berarti kalian bawa semua ya hari ini?*"  
("It means that all of you bring dictionaries today?")

Ss : "*InsyaAllah, Alhamdulillah...*".

(Interview 11, p. 130)

Having convinced that all students brought English dictionaries, the researcher continued the activity of the English teaching and learning



process. The researcher explained about report. She gave report texts to the students. They read the texts and tried to find the information from them. When they found a difficult word, they opened English dictionaries.

The students gave positive responses to the use of English dictionaries during the learning process of reading and said that they brought the dictionary because they behaved that it was helpful to find the meaning of a difficult word and help them to understand the texts. It can be seen in the following interview transcript.

R : *“Apa kalian merasakan manfaat membawa kamus pada jam pelajaran bahasa Inggris?”*

*(“Did you get the advantages of using English dictionaries during the English teaching and learning process?”)*

S11 : *“Iya mbak, eh bu.”*

*(“Yes Sist, eh Ma’am”.)*

R : *“Apa bisa membantu adek-adek untuk memahami teks bacaannya tadi?”*

*(“Did it help you to understand the texts?”)*

S11 : *“Nggih mbak. Jadi paham teksnya. Bisa menambah kosa kata juga. Jadi semangat.”*

*(“Yes Sist. It helped me to understand the texts. It helped me to improve my vocabulary. It made me enthusiastic”)*

*(Interview 12, p. 131)*

### **3) Evaluation**

Having implemented the action, the researcher and the English teacher then did evaluation collaboratively. It was found that the action worked well. In Cycle 2, all students brought English dictionaries into the class. Some of them brought their own dictionaries and some others borrowed them from the library. The students got the benefit of using English dictionaries. They were able to translate the English words into Indonesian words and eager to

read English texts because they understood the texts and got information from them.

The English teacher agreed that the use of English dictionaries into the class during the English teaching and learning process worked well to help students to understand the texts, increase their English vocabulary, and motivate them in reading English texts. They were not absent anymore in the English lesson. Before the researcher doing the action, they were often absent during the English lesson because they were not interested in learning English. It can be seen in the following interview transcript.

- R : *“Bu, pripun pendapat ibu tentang penggunaan kamus di jam bahasa Inggris?”*  
 (“Ma’am, what do you think about the use of dictionaries during the English teaching and learning process?”)
- T : *”Sangat membantu bu. Terutama membantu siswa untuk tau terjemahannya. Siswa sini kan kurang penguasaan kosa kata bahasa inggrisny”*  
 (“It was very helpful Ma’am, especially in helping the students to translate the English words into Indonesian words. The students English vocabulary mastery is low”)
- R : *“Jadi apakah memberi dampak positif terhadap penguasaan atau peningkatan kosa kata bahasa Inggris siswa-siswa di sini bu?”*  
 (“Did it give a positive impact to the students in mastering or improving the English vocabulary?”)
- T : *“Iya. Sedikit banyak ya tetap memberikan dampak positif terhadap penguasaan kosa kata bahasa Inggris bagi siswa. Mereka sudah mau membuka kamus. Kalau menemukan sendiri artinya kan mudah diingat oleh mereka. Ya saya senang anak-anak jadi aktif, seneng belajar bahasa Inggris. Sudah tidak bolosan lagi, gak harus nyari-nyari ke warung kalo pas jam bahasa Inggris”*  
 (“Yes it did. It gives positive impacts to the students here in mastering the English vocabulary. They were willing to open the English dictionary. If they found the meaning of the word by themselves, it made them remember the word easily. Yes I was happy they were active and eager to learn English. They were not absent anymore when English lesson, so the teachers here did not need to look for them in the *warung*”)

(Interview 13, p.132)

The positive and negative results of the implementation of Action 1 were illustrated in Figure 9.

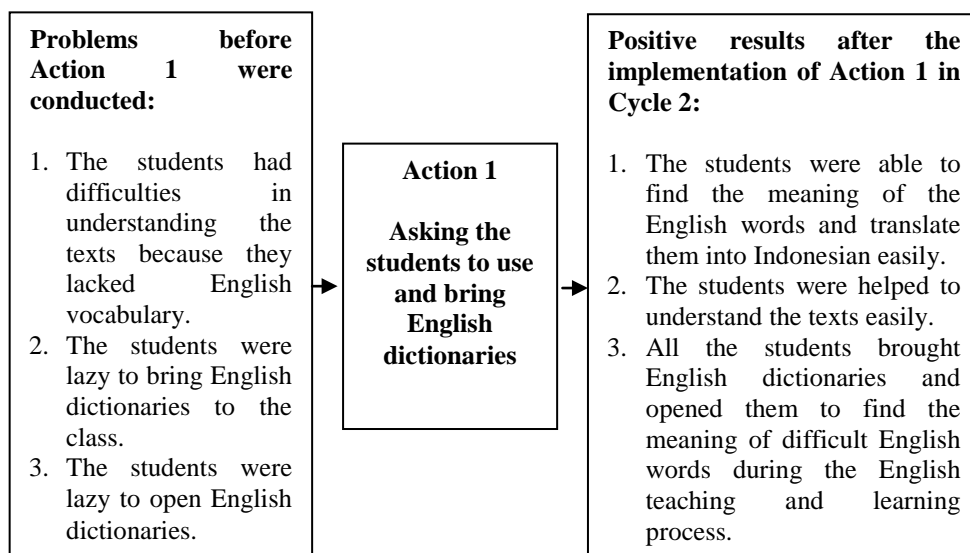


Figure 9. The positive and negative results of Action 1

Below is the figure of the positive results of Action 1 related to the number of students who brought English dictionaries during the English teaching and learning process.

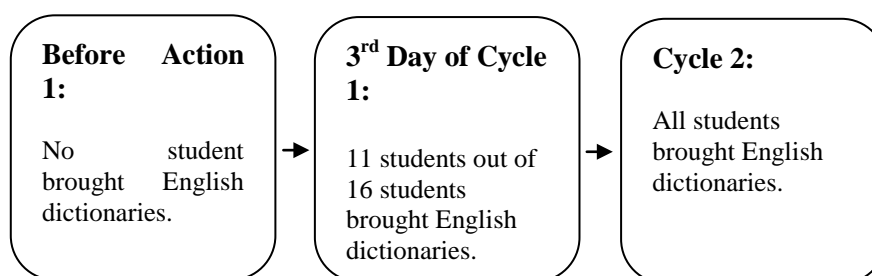


Figure 10. The number of students who brought English dictionaries

#### 4) Results

The summary of the implementation of Action 1 can be seen in Figure 11.

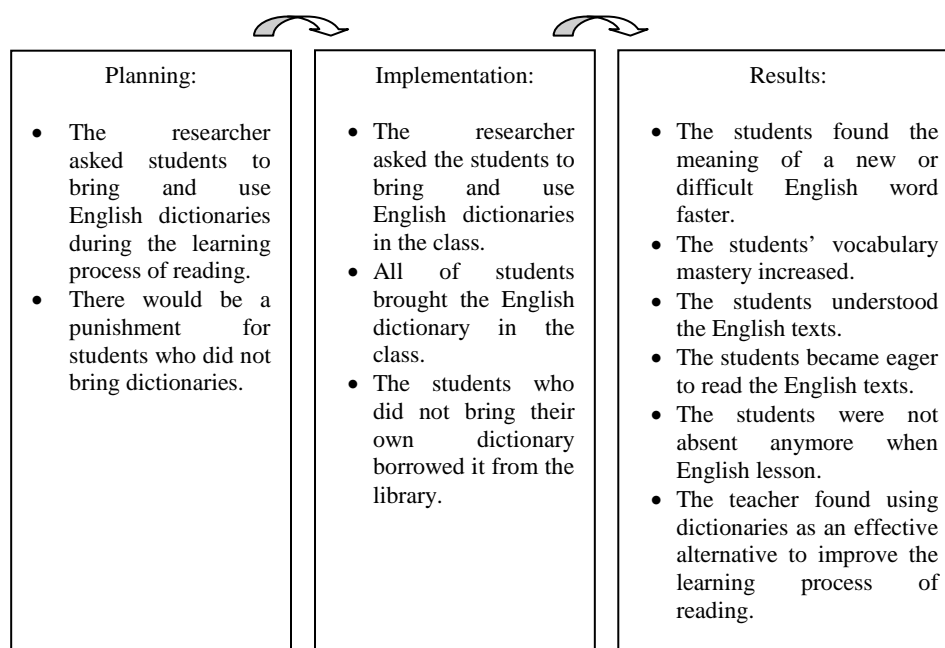


Figure 11. The summary of the implementation of Action 1

## b. Action 3: Using Games in the Reading Teaching and Learning Process

### 1) Planning

In Cycle 2, the researcher proposed the use of a game named “whispering game” in the classroom. The game was intended to make the classroom activity more interesting. It was hoped that it would solve the problem related to students’ low interest in learning English and boredom.

### 2) Action and Observation in Cycle 2

The ‘Whispering Game’ was implemented on December 14<sup>th</sup> and 17<sup>th</sup>, 2009. It was played in groups. The researcher told students that they would do a game. The researcher divided the students into four groups because the game was played in groups. The first student counted one, and the next student counted two until the student number four, and the next students counted again from number one. Group one was the students who had

number one, group two was the students who had number two, group three was the students who had number three, and the last group consisted of students who had number four. Then, the researcher explained the instruction of the game. Before they started the game, the researcher gave students a copy of a report text. The text consisted of jumble sentences and it was same for all groups. The researcher asked the students to rearrange the jumble sentences into a good and meaningful report text. After that, the researcher gave them three minutes to read the text carefully. And then, the researcher asked them to hand in the texts.

The researcher asked them to make sure whether they had chosen the right person in their group to be the reader and the writer. After all groups were ready to play the game, the researcher started the game.

The students started the game after the researcher counted up to three. The students competed to whisper every sentence, every word to their friends. The head of the group read the text in the table, and the last student wrote it down in the *loose leaf* paper. The students were very enthusiastic to play the game.

After ten minutes, the researcher stopped the game. The researcher asked every group to read the text loudly. Some students laughed every time the other groups made mistakes. The researcher asked the group to check the other group's text. Then the researcher decided the winner. The winner was decided based on the group who had the highest score. It means that the group had to answer the questions related to the text as much as possible and

make fewest mistake. The first and second winners got a little prize such as candy or potatoes chips.

The students were happy and enthusiastic in joining the game. The researcher and the English teacher concluded that the action was successful because it helped students be enthusiastic to study English and prevent them from getting bored. It can be seen in the following interview transcript.

- R : "*Gamenya tadi gimana?*"  
 ("What did you think about the game?")
- S5 : "*Seru banget bu, asli*".  
 ("It was great Ma'am".)
- .... : .....
- S9 : "*Asik bu. Saya senang, gak tegang. Gak ngantuk di kelas. Beda ma pelajaran biasanya*".  
 ("The game was interesting Ma'am. I was happy and relaxed. I was not sleepy in the class. It was different from the daily English teaching and learning activity".)

(Interview 14, p. 132)

### 3) Evaluation

Having implemented the actions, the researcher and the English teacher then did evaluation collaboratively. The results of the implementation of Action 3 were illustrated in Figure 12.

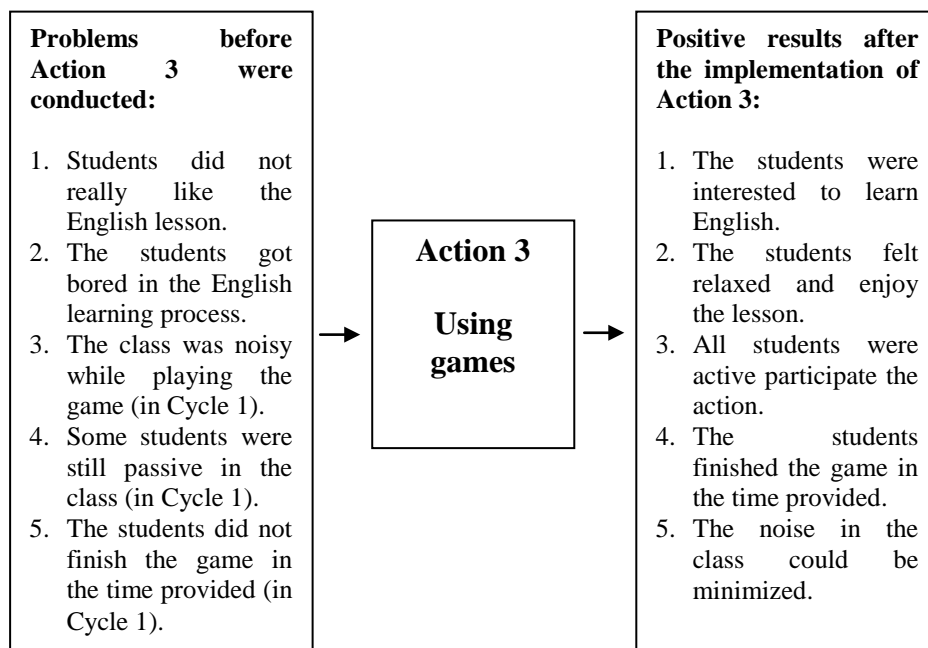


Figure 12. The results of Action 3

#### 4) Results

The summary of the implementation of Action 3 can be seen in

Figure 13.

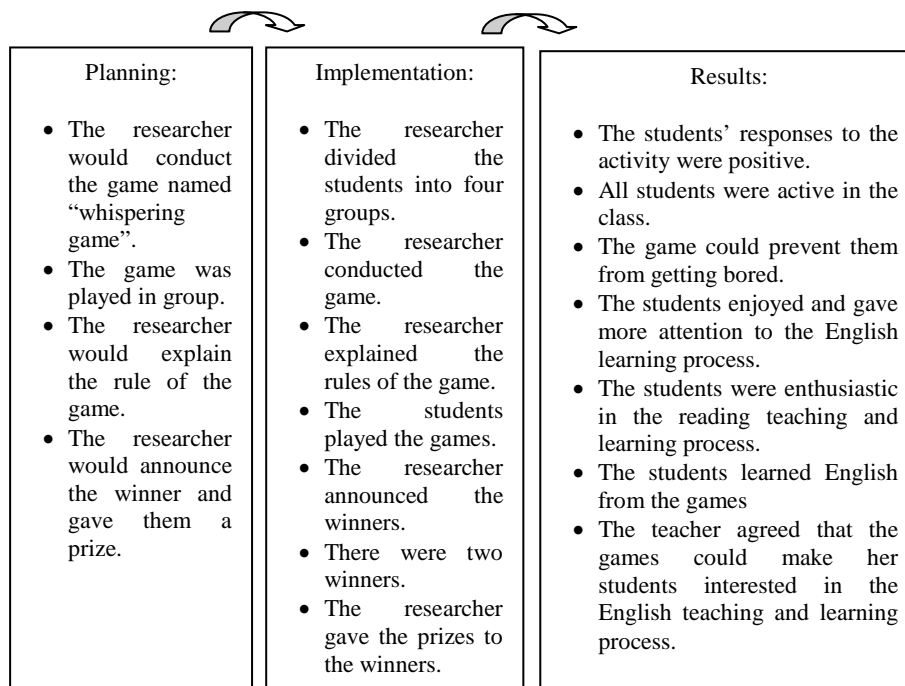


Figure 13. The summary of the implementation of Action 3

### c. Action 4: Conducting Group Work

#### 1) Planning

In Cycle 2, the researcher proposed to conduct group work. It was conducted in order to solve the problem related to the students' behaviour of talking to each other during the English teaching and learning process and to the students' low interest in learning English. By conducting group work, students could discuss the lesson and solve problems with their group.

#### 2) Action and Observation in Cycle 2

The group work was implemented on December 14<sup>th</sup> and 17<sup>th</sup>, 2009. The researcher asked students to make group work. They did the exercises in group. The students were happy and enthusiastic in doing exercises with their groups. Action 4 was successful in increasing students' interest and motivation in reading English texts because they could discuss and solve the problems with their friends in groups. It can be seen in the following interview transcript.

- R : "*Kalo tentang kerja kelompok, gimana pendapat kalian?*"  
 ("What did you think about group works?")
- S9 : "*Saya senang bu kerja berkelompok. Lebih enak lagi kalo satu kelompok sama Isna, pasti dapat nilai bagus terus*".  
 ("I was happy to work in groups Ma'am. I was happier if I could be one group with Isna, I must be always got good score".)
- S13 : "*Saya suka kerja kelompok dari pada kerja sendiri. Bisa tanya-tanya ma teman*".  
 ("I preferred to group work than work alone. I could discuss the lessons with my friends".)

(Interview 15, p. 133)



### 3) Evaluation

Having implemented the actions, the researcher and the English teacher then did evaluation collaboratively. The results of the implementation of Action 4 were illustrated in Figure 14.

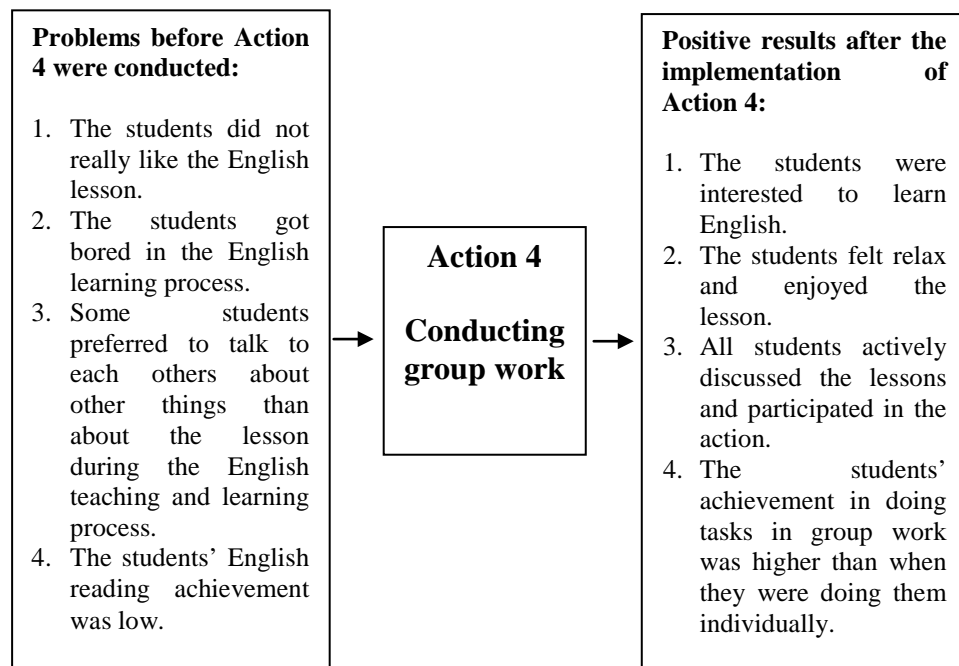


Figure 14. **The results of Action 4**

The other positive results of Action 4 were the improvement of the students' achievement in reading English texts. It can be seen in Table 14.

Table 14. **The students' scores**

	Individual Work	Group Work
The highest score	<b>82</b>	<b>100</b>
The lowest score	<b>18</b>	<b>80</b>
Number of students	<b>16</b>	<b>16</b>
Mean	<b>50.25</b>	<b>95</b>

#### 4) Results

The summary of the implementation of Action 4 can be seen in Figure 15.

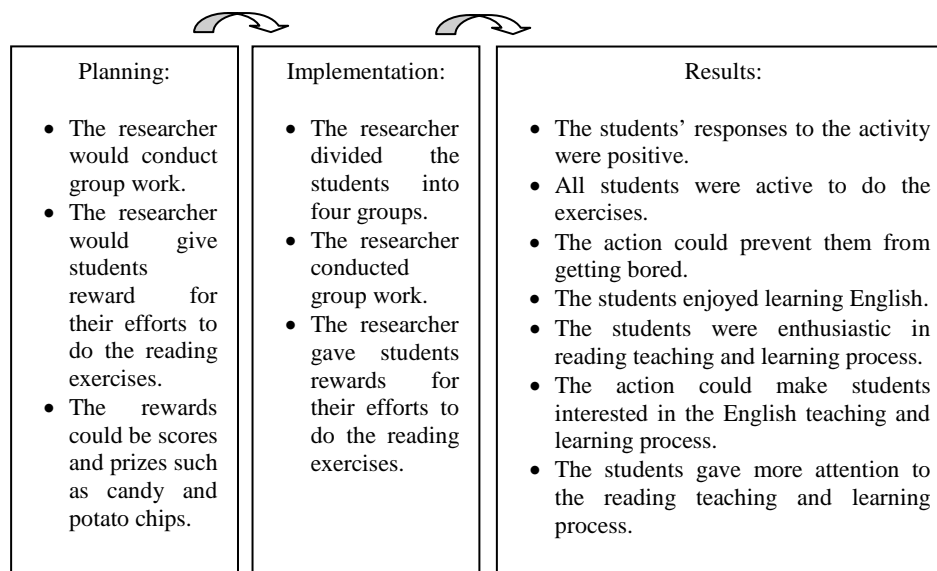


Figure 15. The summary of the implementation of Action 4

#### d. Action 5: Giving Rewards

##### 1) Planning

Action 5 is giving rewards. The rewards would be small prizes (such as candy, pen, and potatoes chips) and scores for the students' exercises. Candy, pen, and potatoes chips were given to a student or group who got the highest score and scores were given to all students every time they did exercises. It was hoped that students would be motivated and give more attention to the English teaching and learning process because without scores students usually would not do exercises and give less attention.

The researcher would give students English exercises for every meeting and in the last meeting, the researcher would conduct a quiz about narrative

and report. The researcher would directly correct it and announce the student who got the highest score and give him/her a prize as a reward. Giving rewards was done to appreciate students' efforts in learning English. It was hoped what give students motivation to be the best and always do the best.

## **2) Action and Observation in Cycle 2**

Giving rewards was done in every meeting in Cycle 2, on December 14<sup>th</sup>, 17<sup>th</sup>, and 21<sup>st</sup>, 2009. Marks or scores were given to all students' tasks and a small prize like candies, a pen, and potato chips were given only to the winner in order to appreciate their efforts to improve the English teaching and learning process and motivate them in learning English. In the last meeting of Cycle 2, the researcher conducted a quiz to students and gave them scores at that time. The researcher announced the student who got the highest score and gave her a prize.

The researcher gave group one as the winner in the first meeting Capilanos Candy, and in the second meeting, the researcher gave group three as the winner potatoes chips and gave Isnaeni a pen because she got the highest score.

The action could motivate students in learning English and help them to become more interested in doing the English exercises. It can be seen in the following interview transcript.

R : "*Gimana rasanya dapat nilai tertinggi?*"  
 ("How did you feel to become the student who achieved the highest score?")

- S7 : *“Ya senang bu. Tadi juga penasaran ma hadiahnya soalnya dibungkus kertas kado. Jadi penasaran”*  
 (“I was happy Ma’am. I was curious too with the prize because the prize was wrapped by the gift paper. It made me curious”)
- R : *“Seneng gak dengan kegiatan kita tadi?”*  
 (“Were you happy to our activity?”)
- S13 : *“Yang mana Miss?”*  
 (“Which one Miss?”)
- R : *“ Giving rewards seperti ngasih score dan hadiah tadi”*  
 (“Giving rewards such as gave you scores and prizes”).)
- S13 : *“Iya”.*  
 (“Yes”).)
- R : *“Ada pengaruhnya bwat kalian pa gak dalam pembelajaran bahasa Inggris?”*  
 (“Were there any influences for you in the English teaching and learning process?”)
- S13 : *“Bwat saya jadi lebih semangat bu. Kan biar dapat hadiah juga. Jadinya belajarnya senang. Apalagi kalo hadiahnya yang mahal-mahal seperti BB gitu bu, hehe...”*  
 (“It made me more enthusiastic in the English teaching and learning process. So, it made me happy to learn English because I could get the prize. I was happier if the prize was the expensive thing like Black Berry Ma’am, hehehe...”.)

(Interview 16, p. 133)

### 3) Evaluation

Having implemented the action, the researcher and the English teacher then did evaluation collaboratively. The results of the implementation of Action 5 were illustrated in Figure 16.

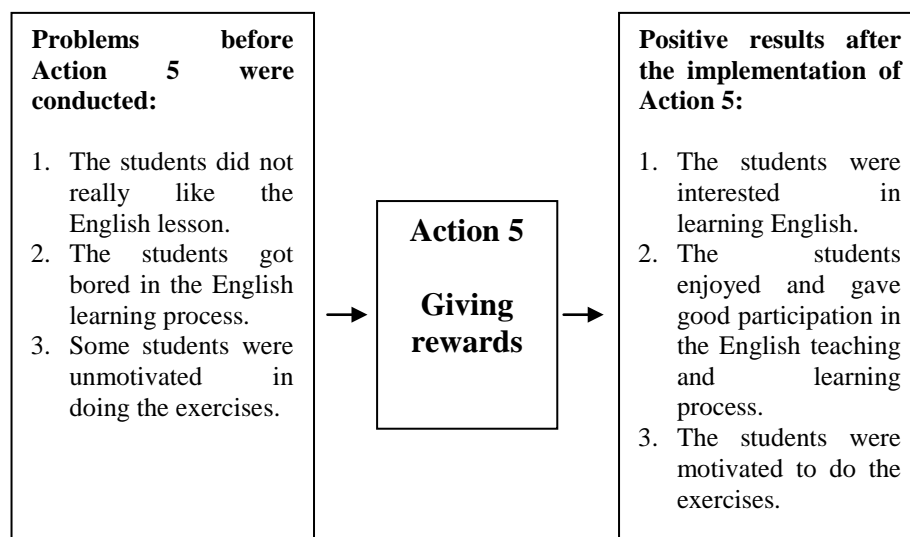


Figure 16. The results of Action 5

#### 4) Results

The summary of the implementation of Action 5 can be seen in

Figure 17.

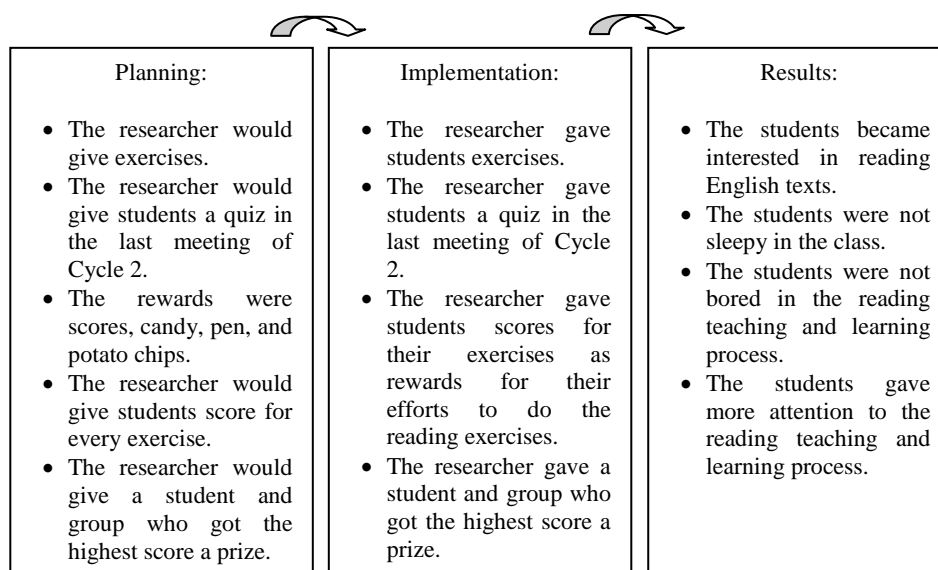


Figure 17. The summary of the implementation of Action 5

**e. Action 6: Arranging the Chairs in every Meeting**

**1) Planning**

In Cycle 2, the researcher proposed to arrange the students' seats. The seating arrangement would influence students' achievement in the English teaching and learning process. Usually students who sat in the back got lower achievement than students who sat in the first or second row because they would be busy chatting with their friends in the back seats and did not pay attention to the teacher's explanation.

**2) Action and Observation in Cycle 2**

Action 6 was implemented on December 14<sup>th</sup>, 17<sup>th</sup>, and 21<sup>st</sup>, 2009. At the first meeting of Cycle 2, the researcher asked students to rearrange their seating arrangement because it was not neat and orderly. Some students liked to sit in groups only with their close friends, ignored the other friends, and cheated during the English teaching and learning process. It made the situation not conducive. One of the seating arrangements was a U-shape which was done in the first meeting of Cycle 2 because students would do a game. It gave students a large space in the middle and made them able to focus to the teacher's explanation. In the second meeting, the chairs were arranged in pairs. In the last meeting, students arranged their chairs one table for one student like in the final examination seating arrangement. In the last meeting students gave space among the tables because they would conduct a quiz.

In the end of the first meeting, the researcher reminded students to arrange their seating arrangement for the next meeting. The rules were they could arrange their seating arrangement as they want as long as it was in good position, did not disturb the English teaching and learning process, and it could help them to understand the teacher's explanation about the English lesson easily. In the next meeting, the students had changed their seating arrangement before the researcher entered the class and started the lesson.

Based on the discussion between the researcher and the English teacher and based on the observation in the class, the researcher and the English teacher concluded that the action was successful to solve the problem related to the students' habit of arranging their chairs not neat and orderly.

The English teacher also gave positive opinion. It can be seen in the following interview transcript.

- R : *"Menurut ibu efektif atau tidak tentang penataan posisi kursi untuk kelancaran KBM di kelas?"*  
 ("What did you think about the students' seating arrangement in the class to support the effectiveness of the English teaching and learning process?")
- T : *"Positif, selama tidak mengganggu ...mengurangi jam pelajaran ya mbak. Bisa untuk variasi siswa. Sebenarnya saya juga sudah menyarankan untuk geser tempat duduk tiap minggu sekali, tapi kok gak jalan lagi. Murid-murid sini masih seneng duduk 'empet-empedan ma teman dekatnya".*  
 ("Yes it was positive as long as it did not disturb the English teaching and learning process. It could reduce the English time allocation. Actually, I had suggested the students to arrange their seating arrangement every week but it didn't work anymore. The students still enjoy sitting very closely with their close friends".)
- R : *"Ada yang mojok juga Bu"*  
 ("There were also the students who sit in the back with his girl friend Ma'am")

(Interview 17, p. 134)

### 3) Evaluation

Having conducted the action, the researcher and the English teacher then did evaluation collaboratively. The results of the implementation of Action 6 were illustrated in Figure 18.

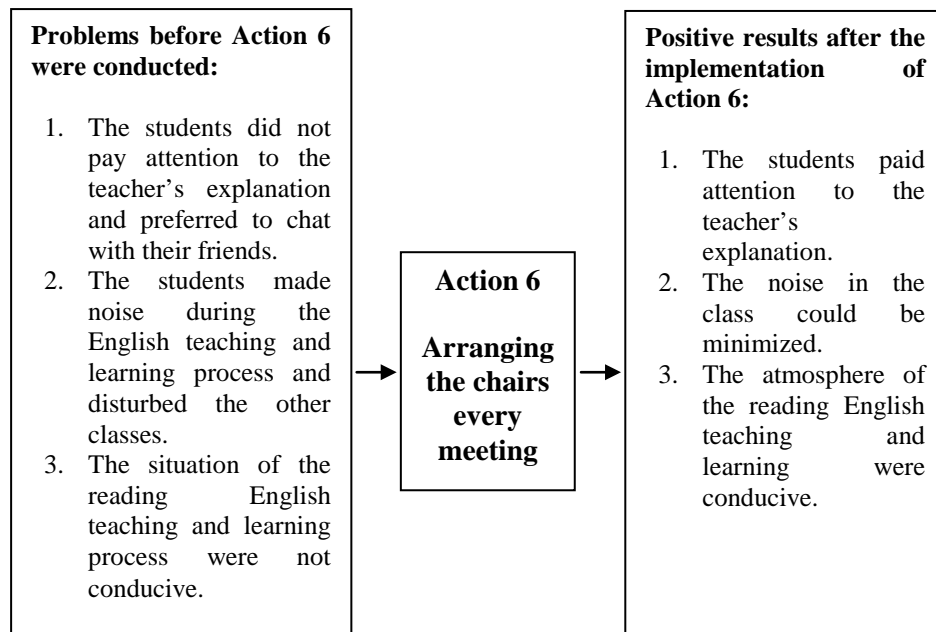


Figure 18. The results of Action 6

### 4) Results

The summary of the implementation of Action 6 can be seen in Figure 19.



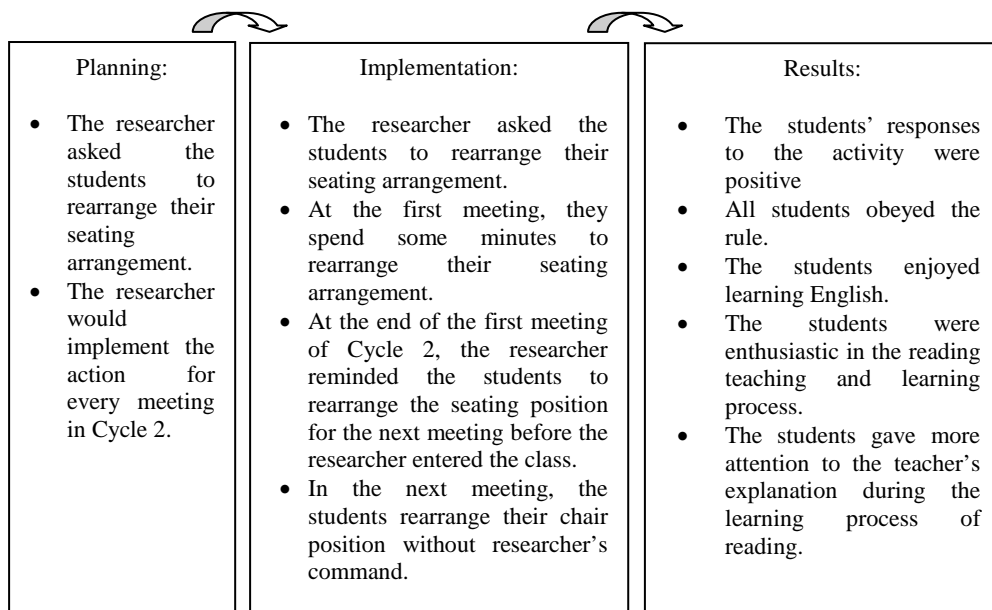


Figure 19. The summary of the implementation of Action 6

#### f. General Findings

Based on the reflection of the implementation of the actions, there were several points that could be concluded as follows.

- 1) The use of English dictionaries to help students to find the meaning of English words and translate them into Indonesian was effective because it helped students to understand the texts and made them interested in reading English texts although at the first meeting some students did not bring English dictionaries, but in the next meeting, they brought them into the class.
- 2) The use of authentic texts to give variation in reading texts was effective. The students were interested and eager to read English reading texts.

- 3) The implementation of game was effective. The students were active conducting the game. The game could prevent them from getting bored and make them eager to learn English so they were happy learning English.
- 4) The implementation of group work to solve the problem related to the students' behaviour of talking to each others during the English lesson worked well. By conducting group work, the students could ask, share ideas, and discuss with their friends to solve problems. Group work was also effective to motivate students to comprehend the texts. Their reading achievement in work group was higher than theirs individually. It means that the students' achievement increased.
- 5) Giving rewards to the students could raise the students' motivation in the learning process of reading. It motivated them to participate actively in doing the exercises.
- 6) The seating arrangement was successful to solve the problem related to the students' habit of arranging their chairs not neat and orderly. It helped students to give more attention to the learning process of reading and to access the lesson and teacher's explanations.

The summary of the general findings can be seen in Table 15 (Appendix, p.171).

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The researcher collaboratively conducted the action research on improving the learning process of reading at SMA Muhammadiyah Mungkid in the academic year of 2009/2010. The researcher conducted the research in Class XI *IPS*. The researcher observed the field on July 2009 and the time for the action research was from October to December 2009. There were six actions in action research: three actions were conducted in Cycle 1 and the three other actions were conducted in Cycle 2.

The conclusions in regard to the results of the action research are as follows.

1. In Action 1, the problem related to the students' lack of English vocabulary was solved by asking them to bring English dictionaries into the class during the English teaching and learning process. The change after the implementation of the action showed that students was faster in finding the meaning of new or difficult English words, and could easily find the Indonesian translation of the English words. It made them understand the English texts and become more interested in reading them.
2. In Action 2, problems related to the students' interest in reading English and to the students' boredom in the English teaching and learning process were solved by providing authentic texts. The authentic texts could give a variation in reading texts. It made students become more interested in reading English

texts and made them like to read English texts. The use of authentic texts made them not bored in the learning process of reading.

3. In Action 3, the problem related to the students' interest in learning English was solved by conducting games. The games made the classroom activities more interesting. By implementing the games in Cycle 1 and Cycle 2, it helped students to become more interested in learning English and kept them from getting bored and falling asleep because they enjoyed the game and participated more actively.
4. In Action 4, conducting group work was done to solve the problem related to the students' behaviour of talking to each other during the English lesson. By conducting group work, students could discuss the English lesson with their friends. They talked to their friends in a positive way, such as discussing the work, sharing ideas, and helping each other to solve the problems to do the exercises. The students also paid more attention to the English teaching and learning process and enjoyed the English teaching and learning process.
5. In Action 5, the students' motivation in the English teaching and learning process was improved by giving rewards. The rewards were small prizes and scores for their tasks. The students in Cycle 2 became more interested and gave more attention to the learning process of reading. They were more motivated in learning English.
6. In Action 6, arranging the chairs was done to solve the problem related to the students' habit of arranging their chairs not neatly and orderly. The position of the students' seating would influence the English teaching and learning

process. The students gave more attention to the teacher explanation and supported the success of the English teaching and learning process.

## **B. Implications**

The results of the research give some implications to the research members.

The implications are as follows.

1. The use of English dictionaries helps students to find the meaning of new or difficult English words and find the Indonesian of the English words. It helps students to understand English texts easily.
2. Providing the authentic texts facilitate students to learn reading English become more interesting. It motivates students to read more English reading texts. It also makes students do not bored in the class during the learning process of reading.
3. Conducting games makes students enjoy learning reading activity and makes them not bored in the class during the learning process of reading. Teacher and students were helped to create fun activities and happy learning situation. By conducting games, the students become more interested and feel comfortable with the classroom situation.
4. Conducting group work motivates students to learn among themselves and facilitates them to cooperate, share ideas, and help each other to solve the problem during the learning process of reading. Conducting group work also makes students participate actively in the class.

5. Giving rewards, in prizes or scores, makes students more interested and motivated to follow the learning process of reading. They pay more attention to the teacher's explanation. They are also motivated to do the English tasks.
6. Arranging the students' chair position every meeting enable students to participate and pay more attention to the reading activities. The students also feel comfortable with the classroom situation.

### **C. Suggestions**

#### **1. To the Teacher**

- a. Using English dictionaries
  - 1) The teacher needs to provide English dictionaries for students who do not have English dictionaries.
  - 2) The teacher should remind students to use English dictionaries in the class during the learning process of reading.
- b. Providing authentic texts
  - 1) The teacher needs to provide authentic texts and choose the topics as interesting as possible for her students.
  - 2) The teacher has to provide interesting English texts for students.
  - 3) The teacher needs to be as creative as possible in providing the texts and choosing the topics of the texts.

c. Conducting games

- 1) The teacher should vary their teaching strategy by creating a fun and happy learning situation.
- 2) The teacher could use games as strategies of teaching reading.
- 3) The teacher should make students feel comfortable with the learning situation in the classroom during the learning process of reading.

d. Conducting group work

- 1) The teacher should do group work to help students to solve their problems in reading.
- 2) The teacher can conduct group work to help students learn collaboratively.
- 3) The teacher should conduct group work as an effort to improve students' ability in reading.

e. Giving rewards

- 1) The teacher should maintain the students' motivation in each session of the learning process of reading by giving students rewards.
- 2) The teacher could give rewards in order to keep the students' motivation and attention to the English lesson.

f. Arranging the students' chair position

- 1) The teacher should apply seating arrangement in order to create the conducive situation during the learning process of reading.
- 2) The teacher could arrange the students' chair position in order to keep the students' attention to the English lesson.
- 3) The teacher could arrange the students' chair position in order to keep students feel comfortable during the learning process of reading.

**2. To the Students**

- a. The students can use English dictionaries to solve the problem related to the students' lack of vocabulary.
- b. The students can use authentic texts to help them be more interested in reading English texts.
- c. The students can use games as the solution to get a happy and fun situation in learning reading in the class. The use of games also can be used as a good alternative to help students to learn English in a comfortable classroom.
- d. The students can do group work in order to help them to solve the problems together with their friends, share knowledge and ideas, and help each others.



- e. Giving rewards is expected to be one alternative in the learning process of reading to increase students' motivation in learning English.
- f. The students can arrange their chairs to get a new environment in learning English so it can support them in learning in comfortable atmosphere.

### **3. To the School Principal**

The school principal should facilitate the English teacher to apply and continue as well as improve the action research in relation to their efforts to improve the students' involvement in the learning process of reading in their own class.

### **4. To other Researchers**

This research is mainly focused on the efforts to improve the learning process of reading. There are still many problems in the field, which are not solved yet. This research may be used as a reading material before other researchers do the action research related to the efforts to improve the learning process of reading.

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# A P P E N D I C E S

## APPENDIX A

### FIELDNOTES AND INTERVIEW TRANSCRIPTS

#### Fieldnote 1

Waktu : 20 Juli 2009

Tempat : Kantor Guru SMA Muhammadiyah Mungkid

P : Peneliti

Bu Lisa : Bu L

Bu Atik ; Bu A

Pak Sunarjo : Pak S

1.	P datang ke sekolah SMA Muhammadiyah Mungkid pukul 09.00 WIB.
2.	P bermaksud untuk menemui kepala sekolah SMA Muhammadiyah Mungkid untuk meminta ijin melakukan penelitian <i>action research</i> .
3.	P pertama kali ditemui oleh pak S, salah satu guru di SMA Muhammadiyah Mungkid.
4.	Pak S menanyakan maksud kedatangan P ke sekolah.
5.	P menjelaskan maksud kedatangannya ke pak S.
6.	Pak S memanggil Bu A, salah satu staf TU.
7.	Bu A mengatakan bahwa kepala sekolah sedang ada kegiatan di kantor Diknas.
8.	P lalu ditemui oleh Bu L, salah satu wakil kepala sekolah.
9.	Bu L mengijinkan dan menyarankan P untuk menemui kepala sekolah minggu depan karena minggu ini belum KBM efektif.
10.	P pamit dan memberitahukan akan kembali ke sekolah untuk menemui kepala sekolah.

#### Fieldnote 2

Waktu : 27 Juli 2009

Tempat : Kantor Kepala Sekolah SMA Muhammadiyah Mungkid

P : Peneliti

Bu Atik ; Bu A

KS: Kepala Sekolah

1.	P datang ke sekolah SMA Muhammadiyah Mungkid pukul 09.00 WIB.
2.	P ditemui oleh Bu A.
3.	Bu A memberitahukan P bahwa KS belum hadir di Sekolah dan meminta P untuk menunggu KS.
4.	Beberapa saat kemudian KS datang ke sekolah.
5.	P dipersilahkan masuk ke kantor kepala sekolah.
6.	P mengutarakan tujuannya untuk meminta ijin melakukan observasi dan penelitian.
7.	KS menanyakan tentang hal-hal yang berkaitan dengan apa yang akan diteliti P.

8.	KS memberikan beberapa masukan kepada P tentang hal-hal yang berhubungan dengan kegiatan KBM di sekolah.
9.	KS menyarankan untuk melakukan penelitian di kelas XI.
10.	KS mengizinkan P melakukan penelitian dengan syarat tidak mengganggu KBM di sekolah.
11.	KS menyarankan untuk menemui staf TU bila ada hal yang diperlukan karena KS tidak setiap hari berada di sekolah.
12.	P meminta izin untuk menemui guru bahasa Inggris untuk melakukan wawancara.
13.	KS mengizinkan P untuk melakukan wawancara dan koordinasi dengan GBI tentang pengambilan data untuk penelitian.
14.	P akan memberikan konfirmasi beberapa hari sebelum hari H kepada GBI bila akan melakukan penelitian.

## Fieldnote 3

Waktu : 27 Juli 2009

Tempat : Kantor Kepala Sekolah SMA Muhammadiyah Mungkid

P : Peneliti

WK XI: Wali Kelas

1.	P meminta izin untuk melakukan wawancara dengan GBI, tetapi GBI sedang mengajar di kelas.
2.	P kemudian meminta izin untuk bertemu dengan wali kelas XI
3.	P kemudian menemui WK XI, kebetulan ia sedang tidak mengajar.
4.	P mewawancarai WK XI tentang masalah keterlibatan siswa dalam pembelajaran bahasa Inggris.
5.	WK kemudian mengatakan bahwa ia kurang tahu betul permasalahan di dalam pelajaran bahasa Inggris karena ia tidak pernah memantau secara langsung.
6.	WK hanya mengatakan kalau siswa kelas X dan kelas XI yang sekarang naik ke kelas XI dan XII suka membolos di jam pelajaran bahasa Inggris.
7.	WK mengatakan bahwa GBI dan guru lain harus mencari siswa di lingkungan sekolah agar mau masuk kelas dan mengikuti pelajaran.
8.	P akhirnya menanyakan hal-hal yang lebih umum tentang perilaku siswa di sekolah dan fasilitas yang ada di sekolah sembari menunggu GBI.
9.	WK memberitahukan bahwa kemampuan berfikir siswa di sekolah ini rendah, semangat belajarnya juga rendah. Bukan siswa yang ingin menuntut ilmu, tetapi sekolah yang mencari siswa untuk belajar di sekolah tersebut. Siswa sebagian besar datang dari keluarga dengan tingkat ekonomi yang rendah.
10.	WK juga mengatakan bahwa secara umum fasilitas yang tersedia memang masih jauh dari kata standar. Kekurangan dana menjadi alasan ketidaktersediaanya fasilitas pendukung.

## Fieldnote 4

Waktu : 27 Juli 2009

Tempat : Kantor Kepala Sekolah SMA Muhammadiyah Mungkid

P : Peneliti

WK: Wali Kelas

GBI: Guru Bhs. Inggris

1.	GBI masuk ke ruang guru, WK memberitahukan GBI bahwa P akan melakukan penelitian di kelas yang diajar GBI.
2.	GBI dengan ramah memberikan waktunya kepada P untuk melakukan wawancara.
3.	P mengutarakan niatnya untuk melakukan penelitian di kelas XI.
4.	GBI mengiyakan dan akan membantu sebiasa mungkin.
5.	P melakukan wawancara dengan GBI sehubungan dengan penelitian yang akan dilakukan.
6.	Wawancara tidak berlangsung lama karena GBI masih ada jadwal mengajar.
7.	GBI memberikan Jadwal mengajarnya kepada P dan memberitahukan hari apa saja beliau ada di sekolah ini karena beliau juga mengajar di beberapa sekolah yang lain.
8.	Akhirnya GBI menjanjikan hari Kamis depan untuk melakukan wawancara yang lebih jauh dan waktu memulai penelitian.
9.	GBI mengatakan kapanpun penelitiannya insy akan siap.

## Fieldnote 5

Waktu : 30 Juli 2009

Tempat : Perpustakaan SMA Muhammadiyah Mungkid

P : Peneliti

GBI: Guru Bhs. Inggris

1.	P datang ke sekolah lagi karena hari ini telah ada janji untuk melakukan wawancara dengan GBI.
2.	GBI menemui P lalu meminta wawancara dilakukan di ruang perpustakaan.
3.	GBI mengungkapkan bahwa fasilitas untuk menunjang KBM bhs. Inggris di sekolah sangat kurang.
4.	Sekolah belum memiliki laboratorium bahasa, beliau juga mengungkapkan bahwa buku paket kurang.
5.	Siswa tidak memiliki LKS karena tidak mampu membelinya. Buku paket juga tidak boleh dibawa pulang, jadi setelah digunakan langsung dikumpulkan di ruang kantor guru.
6.	Minat belajar siswa kurang. Banyak siswa yang pasif di kelas, bahkan beberapa siswa membolos ketika jam pelajaran bahasa Inggris.
7.	GBI menawarkan P untuk ikut ke dalam kelas melihat KBM



	berlangsung.
8.	P senang sekali menerima tawaran tersebut dan langsung melakukan observasi di kelas.

## Fieldnote 6

Waktu : 30 Juli 2009

Tempat : Ruang kelas XI/IPS

P : Peneliti

GBI: Guru Bhs. Inggris

Siswa kls XI/IPS: Ss XI

1.	P mengikuti GBI memasuki ruang kelas.
2.	GBI menyapa dan memberikan salam kepada Ss.
3.	GBI melihat absensi siswa dan menanyakan keberadaan siswa yang belum ada di kelas.
4.	Hari itu ada beberapa siswa yang membolos di jam bahasa Inggris.
5.	Siswa mulai gaduh dan menanyakan siapa P.
6.	GBI meminta P untuk memperkenalkan diri di depan siswa-siswa.
7.	P memperkenalkan diri menggunakan bahasa Inggris, tetapi beberapa siswa berkomentar kalau tidak paham dan meminta P menggunakan bahasa Indonesia saja.
8.	GBI mempersilahkan P duduk di belakang di bangku yang kosong.
9.	GBI memerintahkan siswa untuk mengambil buku paket di ruang kantor guru.
10.	Beberapa siswa mengambil buku paket di ruang guru.
11.	GBI segera memulai pelajaran setelah siswa yang mengambil buku paket masuk ke kelas dan meminta siswa-siswa untuk membuka halaman yang disebutkan.
12.	KBM berlangsung selama 80 menit. Kegiatannya membosankan karena terlihat beberapa siswa yang mengantuk, mengobrol dengan temannya, dan bermain HP di dalam kelas ketika KBM berlangsung.
13.	Tempat duduk siswa juga tidak teratur. Mereka boleh duduk dimana saja secara bergerombol.
14.	Siswa mulai ribut ketika GBI meminta mereka mengerjakan latihan soal di buku paket.
15.	Siswa complain karena soalnya susah, padahal mereka belum mulai mengerjakan.
16.	GBI meminta mereka untuk mencoba mengerjakannya dulu, kalo ada kesulitan bisa ditanyakan kepada GBI.
17.	Jam pelajaran belum selesai, tetapi siswa sudah minta untuk diakhiri dan melanjutkan tugasnya di pertemuan yang akan datang.
18.	Sepuluh menit sebelum jam pelajaran berakhir, GBI dan siswa sudah mengakhiri jam belajar.
19.	Dalam observasi kelas tersebut, P menemukan banyak permasalahan

	yang terjadi di kelas tersebut.
20.	GBI dan P lalu melanjutkan wawancara kembali di ruang perpustakaan.

## Fieldnote 7

Waktu : 30 Juli 2009

Tempat : Perpustakaan SMA Muhammadiyah Mungkid

P : peneliti

GBI: Guru Bhs. Inggris

1.	P dan GBI melakukan obrolan seputar KBM bahasa Inggris di kelas.
2.	P mengatakan insy pertemuan depan akan menyebarkan <i>questionnaires</i> kepada siswa dan GBI.
3.	P juga menjanjikan akan membawa RPP yang akan dilaksanakan.
4.	GBI mengiyakan dan akan membantu P dalam penelitian tersebut.
5.	GBI menanyakan penelitian akan dilaksanakan berapa kali.
6.	P menjelaskan dan diambil kesepakatan penelitian akan dilaksanakan 2 kali seminggu pada hari Selasa dan Kamis.

## Fieldnote 8

Waktu : 30 Juli 2009

Tempat : Perpustakaan SMA Muhammadiyah Mungkid

P : peneliti

Penjaga Perpustakaan: PP

1.	P meminta kesediaan dan waktu PP untuk melakukan wawancara.
2.	PP mempersilahkan P untuk melakukan wawancara.
3.	P menanyakan tentang ketersediaan buku-buku di perpustakaan yang dapat menunjang pembelajaran siswa dalam mengenal bahasa Inggris.
4.	PP menyampaikan bahwa tidak ada buku-buku berbahasa asing di perpustakaan sekolah. Buku-buku di perpustakaan sangat kurang. Buku yang adapun adalah buku lama bantuan dari Diknas.

## Fieldnote 9

Waktu : 3 Desember 2009

Tempat : SMA Muhammadiyah Mungkid

1.	P datang ke sekolah pukul 07.00, tetapi sekolah masih sepi.
2.	Hanya ada satu guru yang membukakan gerbang.
3.	Kegiatan belajar mengajar juga belum dimulai, padahal waktu sudah menunjukkan pukul 7 pagi lebih.
4.	P dipersilahkan duduk di ruang tamu.

5.	P mempersiapkan bahan ajar untuk pengambilan data.
6.	Tidak beberapa lama kemudian GBI hadir di sekolah.
7.	GBI menyapa P dengan ramah. GBI mengkonfirmasi jadwal mengajar di kelas XI adalah pukul 12.20-13.40.
8.	Setelah istirahat jam kedua, siswa-siswa melaksanakan shalat dhuhur berjamaah.
9.	Akhirnya jam masuk pelajaran berbunyi, akan tetapi banyak siswa yang belum masuk ke kelas.
10.	P dan GBI mulai memasuki kelas.
11.	GBI mengabsen siswa, menanyakan siapa yg tidak masuk kelas beserta alasannya.
12.	Semua siswa masuk.
13.	P mulai melakukan kegiatan belajar mengajar.
14.	P bertanya siapa yg tidak membawa kamus dan menanyakan alasannya kenapa tidak membawa kamus.
15.	Ada 9 siswa yg membawa kamus, dan 7 siswa tidak membawa kamus.
16.	P membagikan authentic texts kepada siswa. Siswa senang karena mendapat suasana baru, tidak monoton menggunakan buku paket.
17.	Pukul 13.30 bel pulang sudah berbunyi, padahal dijadwal pembelajaran tertulis pelajaran berlangsung hingga pukul 13.40
18.	P meminta kesediaan siswa untuk mengisi kuesioner, kesan dan pesan terhadap kegiatan pembelajaran tadi.
19.	Kegiatan ditutup dengan membaca doa dan mereka pulang.

## Fieldnote 10

Waktu : 7 Desember 2009

Tempat : SMA Muhammadiyah Mungkid

1.	P tiba di sekolah pukul 09.00
2.	P disambut TU dan dipersilahkan untuk menunggu di ruang tamu.
3.	Beberapa saat kemudian GBI datang dan member salam, P mengungkapkan apa saja yang akan dilakukan pada hari kedua pengambilan data.
4.	GBI menyetujui dan mempersilahkan P melakukan apa yang sudah direncanakan.
5.	Pelajaran bahasa Inggris dimulai pukul 10.35 hingga pukul 11.55.
6.	Setelah bel berbunyi P dan GBI memasuki kelas XI.
7.	P memulai kegiatan belajar mengajar.
8.	P mengabsen siswa yg masuk kelas dan mengabsen siapa yang tidak membawa kamus beserta alasannya.
9.	Di hari kedua, hanya 9 siswa yang membawa kamus. 7 siswa tidak membawa kamus.
10.	P memberikan hukuman kepada siswa yang tidak membawa kamus.

	Hukumannya adalah membuang sampah yang ada di depan kelas X hingga kelas XII.
11.	P masih menerangkan tentang Narrative menggunakan media authentic texts.
12.	P juga mengatakan bahwa hari itu akan melakukan games di kelas.
13.	P menerangkan tentang Games yang akan dilakukan, peraturan bagi siswa di kelas.
14.	Gamenya adalah menebak judul cerita narrative yang populer di masyarakat.
15.	Akan ada satu siswa yang maju ke depan member petunjuk berupa satu huruf yang paling belakang dan satu huruf yang paling akhir.
16.	Siswa yang maju ke depan juga harus memberikan petunjuk berupa Orientation, Konflik, atau Resolusi dari cerita populer tersebut.
17.	Siswa yg bias menebak judul dengan benar dan bias menunjukkan social value dari cerita tersebut akan mendapat point.
17.	Siswa yang mau maju ke depan juga akan mendapat point. Akan tetapi pada hari kedua siswa masih malu dan tidak ada yang mau maju menjadi volunteer.
18.	Karena tidak ada siswa yang mau maju ke depan, P menunjuk siswa berdasarkan no absen 7 karena pada hari itu adalah tanggal 7.
19.	Kegiatan menjadi gaduh karena siswa tidak mau bergantian menebak judul cerita narrative populer.
20.	Pada hari kedua, ada dua pemenang. P tidak jadi memberikan hadiah bagi pemenang karena P hanya menyiapkan satu hadiah. P berjanji akan memberikan hadiah di pertemuan mendatang.
21.	Siswa cukup antusias mengikuti kegiatan belajar mengajar, akan tetapi kegiatan pembelajaran mengganggu kelas lain karena berisik.
22.	Diakhir pertemuan kedua, P membagikan kuesioner kepada siswa tentang kesan dan pesan, kritik serta saran terhadap kegiatan pembelajaran yang telah berlangsung.
23.	P juga mengingatkan agar siswa membawa kamus di jam pelajaran bahasa Inggris. Bagi siswa yang tidak membawa kamus akan mendapat hukuman.

## Fieldnote 11

Waktu : 10 Desember 2009

Tempat : SMA Muhammadiyah Mungkid

1.	P datang ke sekolah pukul 08.00
2.	P mengkoordinasikan apa yang akan dilakukan pada hari itu kepada GBI.
3.	Pukul 12.20 P memasuki kelas bersama GBI, akan tetapi siswa masih ada yang belum masuk kelas karena masih shalat dhuhur.

4.	P menunggu beberapa saat hingga semua siswa masuk.
5.	P mengabsen siswa yang masuk kelas dan yang membawa kamus.
6.	Ada peningkatan jumlah siswa yang membawa kamus. Pada hari itu 11 siswa telah membawa kamus. Bagi siswa yang tidak membawa kamus mendapat hukuman membuang sampah yg ada di depan kelas X sampai kelas XII.
7.	P memulai kegiatan belajar mengajar di kelas.
8.	Pukul 13.30 bel pulang berbunyi.
9.	Kegiatan ditutup dengan mengisi kuesioner yang dibagikan P dan berdoa.
10.	P tidak lupa mengingatkan apa yang akan dilakukan di pertemuan yang akan datang.

## Fieldnote 12

Waktu : 14 Desember 2009

Tempat : SMA Muhammadiyah Mungkid

1.	Pelajaran dimulai pukul 10.35
2.	P membuka dengan salam, menabsen siswa yang masuk dan yang membawa kamus. Semua siswa membawa kamus bahasa Inggris ke kelas.
3.	P memulai pelajaran tentang report. P meminta siswa untuk mengatur ulang tempat duduk mereka. Suasana kelas jadi agak gaduh. Tempat duduk diatur dengan bentuk 'U' karena hari itu siswa akan melakukan games yang lain.
4.	P menerangkan tentang teks report kepada siswa.
5.	Siswa mengerjakan tugas tentang report dan membahas bersama.
6.	P memasukkan nilai siswa, beberapa siswa ramai karena P tidak member tahu kalau nilainya dimasukkan.
7.	P menerangkan tentang games yang akan dilakukan. P menjelaskan semua peraturan yang harus dilakukan siswa.
8.	P membagi siswa menjadi beberapa kelompok.
9.	P dan siswa mulai melakukan games.
10.	Pekerjaan siswa langsung dikoreksi saat itu juga, akhirnya didapatkan kelompok pemenang.
11.	P memberikan hadiah kepada kelompok siswa yang menjadi pemenang hari itu.
12.	Kegiatan diakhiri pukul 12.00.
13.	P membagikan kuesioner kepada siswa, dan mengingatkan untuk mengatur tempat duduk mereka agar rapi dan memudahkan mereka mengakses pelajaran di kelas. P juga mengingatkan siswa untuk membawa kamus di jam pelajaran bahasa Inggris.
14.	P menutup kegiatan dengan mengucapkan salam.

## Fieldnote 13

Waktu : 17 Desember 2009

Tempat : SMA Muhammadiyah Mungkid

1.	Ketika P memasuki ruang kelas, siswa telah mengatur tempat duduk mereka. Siswa mengatakan mereka telah mengatur tempat duduk dari jam pertama pelajaran.
2.	P memulai melakukan kegiatan belajar mengajar.
3.	P menerangkan pelajaran, setelah itu siswa melakukan games sesuai yang telah direncanakan.
4.	Kegiatan berlangsung lancar, tepat waktu dan semua siswa mentaati peraturan yang telah disepakati.
5.	Diakhir kegiatan, siswa memberikan respon yang positif.

## Fieldnote 14

Waktu : 21 Desember 2009

Tempat : SMA Muhammadiyah Mungkid

1.	Hari terakhir pengambilan data akan diisi dengan mengambil nilai siswa tentang pelajaran yang telah diajarkan di hari sebelumnya.
2.	Kuis yang diberikan tentang narrative dan report.
3.	P memasuki ruang kelas pukul 12.20 dan langsung memberitahukan kegiatan yang akan dilakukan pada hari tersebut.
4.	Siswa sudah mengatur tempat duduk mereka dengan rapi. Tempat duduk ditata dengan model seperti ketika mereka akan melakukan ujian semester atau ujian nasional.
5.	P dibantu GBI membagikan soal ulangan kepada siswa.
6.	Ulangan dicocokkan bersama-sama saat itu juga dengan cara memutar atau menukarkan dengan teman mereka.
7.	Siswa meminta agar nilai disebutkan karena mereka penasaran dengan hasil nilai yang mereka dapatkan.
8.	P menyebutkan nilai yang mereka dapat.
9.	Pelajaran diakhiri dengan doa.
10.	P menutup kelas dengan ucapan terimakasih dan permintaan maaf kepada siswa.
11.	Di akhir pelajaran, P memasukkan nilai siswa sebagai data pribadi dan menyerahkan hasil ulangan siswa kepada GBI karena beliau juga akan mengambilnya sebagai nilai ulangan siswa.
12.	Setelah melakukan wawancara dengan GBI dan beberapa siswa, P berpamitan pulang. P meminta maaf atas kesalahan yang dilakukan selama mengambil data, dan mengucapkan terima kasih atas segala bantuan dan dukungan dari pihak sekolah kepada P.

## INTERVIEW TRANSCRIPTS

### Interview 1

**P : Peneliti**

**Bu Lisa : BL**

**Bu Atik : BA**

**Pak Sunarjo : PS**

**Tanggal : 20 Juli 2009**

1.	P	Assalamu'alaikum pak....
2.	PS	Wa'alaikumsalam wr. Wb...
		Ada perlu apa, dengan siapa mbaknya ini?
3.	P	Mau ketemu kepala sekolah untuk meminta ijin melakukan penelitian di sekolah ini.
4.	PS	Penelitian buat apa? Trus penelitiannya tu tentang apa?
5.	P	Penelitian untuk skripsi, tentang action research. Ya nanti akan mensurvei dulu ada masalah apa disekolahan ini yang berhubungan dengan kegiatan belajar mengajar bahasa Inggris. Lalu saya bersama guru bahasa Inggris akan mendiskusikan langkah yang akan diambil untuk menangani masalah di sekolah ini pak. Ya gitu lah.
6.	PS	Wah kalo cari masalah disini gudangnya masalah mbak, banyak, trus mau ditangani semua gitu po?
7.	P	Ya tidak pak, hanya yang perlu ditangani dan mampu untuk ditangani saja.
8.	PS	Sepertinya bu kepalanya tidak ada mbak, sedang keluar.
		Eh mbak Atik, bu kepala ono ora? Rene ora?
9.	BA	Bu kepalanya sedang ada acara di Diknas. Gak tau pak tekan jam pinten.
10.	PS	Bu kepala gak ada tu mbak.
11.	P	Kapan saya bisa nemiu bu kepala? Atau saya bisa ketemu dengan guru yang lain? Saya mau minta ijin penelitian di sekolah ini. Ya diijinkan atau tidak.
12.	BL	Gimana mbak? Dari universitas mana? D Jogja atau Semarang?
13.	P	Dari UNY bu.
14.	BL	Jurusan apa?
15.	PS	Bahasa Inggris
16.	BL	Ini bu kepalanya sedang tindak keluar. Kalau mau mengambil data ya silahkan saja asal tidak mengganggu KBM di sini. Atau minggu depan kesini lagi aja untuk bertemu dengan bu kepala. Sekarang belum jam efektif, jadi guru-gurunya juga belum aktif masuk mbak. Belum ada jadwal yang pasti soalnya.
17.	P	Oh iya bu, terimakasih. Insya, saya kesini lagi minggu depan unuk ketemu kepala sekolah.

		Saya langsung permisi aja bu. Assalamu'alaikum...
18.	PS	Wa'alaikumsalam.... Hati-hati ya mbak di jalan, gak usah ngebut-ngebut ndak kebur wong cilik.

## Interview 2

**P** : Peneliti  
**BA** : Bu Atik  
**KS** : Kepala Sekolah  
**Tanggal** : 27 Juli 2009

1.	P	Assalamu'alaikum Bu... Bu Kepalanya ada Bu?
2.	BA	Wa'alaikumsalam wr. wb Ditunggu aja mbak. Bu kepalanya belum rawuh. Paling bentar lagi.
3.	BA	(Setelah KS hadir, BA mempersilahkan P masuk ke ruang kepala sekolah) Mbak, monggo silahkan masuk ke ruang bu kepala.
4.	P	Terimakasih Bu
5.	KS	Assalamu'alaikum, mari mbak. Apa yang bisa saya bantu?
6.	P	Wa'alaikumsalam bu.... Saya Ari, dari UNY. Saya mau minta ijin untuk mengambil data melengkapi skripsi di sekolah ibu.
7.	KS	Skripsinya tentang apa?
8.	P	Tentang kegiatan belajar mengajar bahasa Inggris bu. Ya tentang guru, siswa, medianya, fasilitas yang ada, seperti tu yang ada hubungannya dengan pembelajaran bahasa Inggris.
9.	KS	Oh ya. Tapi siswa di sini ada yang nakal-nakal. Ya biasa sekolah kecil. Apa mbaknya yakin mau ambil data disini?
10.	P	Insy bu. Ya semoga lancar.
11.	KS	Atau mbak ari juga pernah ngajar jadi guru?
12.	P	Pernah bu. Di SMA Taman Siswa Magelang. Siswanya nakal-nakal, banyak masalah.
13.	KS	Berarti kecil-kecil udah ibu guru. Ya nanti siswanya di sini juga seperti itu, tapi di sini lebih baik sepertinya. Anakanya sopan-sopan juga, walau ada yang bermasalah. Nanti ambilnya di kelas XI saja yang siswanya lebih baik.
14.	KS	Silahkan saja kalau mau ambil data di sini, yang penting tidak mengganggu KBM. Nanti kalau ada perlu apa-apa bisa hubungi bu atik, insy nanti akan bantu. Kita akan dukung dan memudahkan. Kan kalau kita memudahkan orang lain beribadah di jalan Allah, nanti Allah akan memudahkan kita juga.



		Ya semoga lancar mbak, atau ibu?
15.	P	Terimakasih bu. Sama saya juga mau minta ijin untuk bertemu dengan guru bahasa Inggrisnya bu.
16.	KS	Ya silahkan saja. Namanya bu Aminah. Selain mengajar di sekolah ini, bu aminah juga mengajar di sekolah lain, di STM Muhammadiyah Mungkid. Jadi ibunya tidak setiap hari ada di sekolahan ini.
17.	P	Oh, ya saya nanti tak ngobrol-ngobrol dulu. Kenalan. Terimakasih bu. Permisi. Assalamu'alaikum...

### Interview 3

**P** : Peneliti  
**WK XI** : Wali Kelas XI  
**Tanggal** : 27 Juli 2009

1.	WK	Saya wali kelas XI bu. Monggo, priapun?
2.	P	Wau tanya-tanya sedikit tentang siswa disini pak.
3.	WK	Kalau dalam hubungannya dengan bahasa Inggris, terus terang saja bu, saya kurang begitu tau. Ya hampir semuanya rata-ratanya rendah. Ya ada beberapa siswa yang pintar.
4.	WK	Siswa di sini suka bolos kalau pas jam pelajaran bahasa Inggris. Jadi kita harus nyari-nyari dulu.
5.	P	Siswanya suka bolos ya pak? Kalau fasilitas di sini gimana apa? Lengkap apa tidak?
6.	WK	Kemampuan siswa di sini rendah bu, walau ada beberapa siswa yang memang pintar. Tapi karena ketiadaan biaya trus sekolah di sini. Di sini kan biayanya terjangkau, lebih murah daripada di Negeri atau swasta yang lain. Semangat belajarnya juga rendah bu, jadi bukan siswanya yang sadar pengen sekolah, tetapi pihak sekolah yang mencari siswa. Permasalahan umum sekolah kecil. Siswa di sini juga datang dari keluarga dengan tingkat perekonomian yang rendah juga.
7.	P	Wah, kompleks ya pak masalahnya.
8.	WK	Hahaha.... iya bu. Ya yang sabar. Ngajar disini itu perjuangan, benar-benar ibadah. Karena gajinya ya bisa dihitung tapi pekerjaannya berat ngurus siswa-siswa seperti ini.
9.	P	Kalau fasilitas di sini pak?
10.	WK	Ya bisa dilihat sendiri, di sini sekolah kecil. Belum lengkap sarana prasarananya. Apalagi biaya belajarnya juga rendah, jadi fasilitas di sini juga kurang karena ketidak adaan biaya.
11.	P	Terimakasih pak informasinya. Sangat membantu

**Interview 4****P : Peneliti****S 5 : Eka****S7 : Isna****S13 : Zaenal****S16 : Rispan****S2 : Aris****Tanggal : 7 Desember 2009**

1	P	Emmm.... sebelumnya sorry dah ganggu jam pulang adek.
2	S7	Ga papa kok.
3	P	O iya, tadi itu yang gak bawa kamus mana aja anaknya? Dah keluar ya?
4	S5	Woi..... sing mau ra nggo kamus we.....
5	S7	Iyo kuwi, rene disik.
6	P	Sorry, minta waktunya bentar dong. Dek zaenal, Rispan, sama Aris.
7	S13	Nggih bu. Ris, mreng disik....
8	P	Yang gak bawa kamus, kenapa kalian tidak membawa kamus bahasa Inggris hari ini?
9	S16	Gak punya bu di rumah.
10	P	Ohhh yaaa....., trus kamu dek?
11	S2	Lupa bu. Mau pake kamus di sekolah aja.
13	P	Rispan ma siapa? Aris tidak membawa kamus karena gak punya ma lupa? Pngen pake kamus di perpustakaan? Kalo Zaenal kenapa? Kok gak bawa kamus?
14	S13	Lak biasane mbeto kamus di perpustakaan kok bu, hehehe...
15	P	Kalian emang gak pernah bawa kamus ke kelas ya?
16	S5	Gak bu.
17	P	Kenapa?
18	S13	Mboten nate diken kok. Nggeh mboten gadah barang.
19	S16	Wah kere..... kalo saya punya bu, tapi emang gak bawa, berat. Males bawa-bawa buku.
20	P	Gitu ya? Tolong kasih tau teman-teman yang lain. Pertemuan besok bawa kamus semua. Kalo yang gak punya ya silahkan pinjam kamus teman atau pinjam di perpustakaan. Kalo ada yang gak bawa, ada hukumannya.
21	S16	Dihukum bu? Dihukum apa? Wah kejam ki.

22	P	Hehehe.... pokoknya ada hukuman bagi yang tidak membawa kamus pertemuan besok. Jangan lupa. Thank udah nyempatin waktu.
23	SS	Ya bu, sama-sama.....

### Interview 5

**P : Peneliti**

**S7 : Isna**

**S13 : Zaenal**

**Tanggal : 10 Desember 2009**

1	P	Langsung aja ya, biar cepet. Saya mo tanya-tanya tentang kegiatan pembelajaran kita. Apa kalian merasakan manfaat membawa kamus pada jam pelajaran bahasa Inggris?
2	S7	Siapa ni bu?
3	P	Terserah, sapa aja boleh.
4	S7	Iya bu, ternyata asik kalo tau artinya. Ternyata critanya menarik.
5	S13	Iya, sangat membantu bu.
6	P	Dek siapa? Zaenal? Emang biasanya gak pernah tau maksud teksnya ya?
7	S7	Nggih ngertos, sithik-sithik, .hehehe... neng katah mbotene biasane. Jadinya ngantuk ngonten bu. Wong mboten dhong.
8	P	Kalo dek Isna membantu gimana?
9	S13	Ya membantu tau Indonesianya, jadinya tau jalan ceritanya bu.
10	P	Besok-besok kalian mau membawa kamus apa tidak di jam pelajaran bahasa Inggris?
11	S7 & S13	Iya bu, InsyaAllah...
12	P	Amiiinnn..... Makasih ya. Besok-besok jangan bosen kalo saya minta tolong buat interview lagi.

**Interview 6****P : Peneliti****GBI : Guru Bahasa Inggris****Tanggal : 10 Desember 2009**

1	GBI	Bentar ya bu, silahkan duduk dulu bu.
2	P	Iya bu, terimakasih. Sebelumnya maaf ya bu, jadi ngrepoti ibu.
3	GBI	Gak papa bu. Malah seneng jadi bisa tukar pengalaman. Saya dulu juga kuliah di UNY, tapi dulu namanya IKIP. Saya juga pernah jadi mahasiswa juga.
4	P	Oh, UNY juga to bu. Ibu masih ngajar di STM juga ya bu?
5	GBI	Iya bu, kalo gak ndobel-ndobel ya gak cukup honornya. Kalo mbaknya juga udah ngajar juga to? Kecil masih muda tapi udah jadi ibu-ibu, ibu guru. Kalo ngajar SMA nanti malah gede murite karo njenengan.
6	P	Enggih bu (tersenyum)
7	GBI	Pripun mbak?
8	P	Menurut ibu, penggunaan kamus di jam bahasa Inggris itu efektif apa tidak?
9	GBI	Ya efektif bu. Siswa jadi tau artinya. Setidaknya mereka jadi bisa menambah kosakata bahasa Inggris. Kalo tau artinya kan jadi tertarik untuk membaca teksnya.
10	P	Berarti penggunaan kamus dikelas tadi berhasil eehhmmm... menjadi jalan keluar dalam masalah siswa terbatas penguasaan bahasa Inggrisnya.
11	GBI	Ya menurut saya iya. Ngajar siswa di sini memang perjuangan, kemampuan siswanya juga rendah. Motivasi belajarnya juga rendah. Mereka udah mau masuk sekolah aja udah bagus. Tidak harus nyari-nyari di luar. Ya seperti mbaknya bisa liat sendiri.
12	P	Iya bu. Tapi ada juga siswa yang bahasa Inggrisnya pintar banget tadi. Isna ma Eka itu bagus.
13	GBI	O iya, mereka emang pintar hampir disemua mapel. Dulu anak SMP negeri. Sebenarnya mereka diterima di SMA Negeri 1 Muntilan, tapi karena orang tuanya tidak punya biaya, jadinya siswanya kita tarik di sini. Bisa buat bibit di sini.
14	P	Hhhmmm..... Ma ini bu, biasanya siswa membawa kamus apa tidak to tiap pelajaran bahasa Inggris?

15	GBI	Saya memang tidak mewajibkan. Tapi kalo siswa mau, mereka bisa ambil kamus d kantor, pinjam ke bu atik. Ya kesadaran aja bu.
16	P	Gitu ya bu. Ya gitu aja bu. Terimakasih sudah meluangkan waktu buat saya. Maaf juga jadi menyita mengurangi waktu ibu (sambil senyum)
17	GBI	Kalo butuh bantuan di sini, bilang aja. Insy kita terbuka membantu.
18	P	Terimakasih banyak bu.

### Interview 7

**P : Peneliti**

**S11 : Tri Nurfajriatni**

**Tanggal : 10 Desember 2009**

1	P	Maaf dek, ganggu bentar. Bisa gak wawancara sebentar.
2	S11	Iya bu, gak papa.
3	P	Bawa kamus pas jam pelajaran bahasa Inggris ada manfaatnya pa gak?
4	S11	Ada lah bu. Jadi tau Indonesianya.
5	P	Kalo tau Indonesianya trus gimana?
6	S11	Ehmm... jadi tau maksudnya, sedikit-sedikit.
7	P	Jadi seneng baca teks Inggris pa gak?
8	S11	Kalo tau artinya trus maksud ma bacaanya ya jadi suka, tapi kalo gak tau maksudnya jadi males baca. Pusing bu.
9	P	I see.... Jadi menurut adek, bawa kamus pada jam pelajaran bahasa Inggris ada manfaatnya bwat adek pa gak?
10	S11	InsyaAllah ada bu.
11	P	OK. Makasih ya dek.
12	S11	Iya bu, sama-sama....

**Interview 8**

**P** : Peneliti  
**S4** : Defi  
**S5** : Eka  
**S6** : Finaria  
**S13** : Zaenal  
**Tanggal** : 10 Desember 2009

1	P	Ni sapa yang mau saya interview?
2	S13	Dapat permen lagi bu?
3	P	Ya, Cuma permen kok. Gampang. Asal gak mobil ato rumah aja.
4	S13	Bercanda kok bu.
5	P	Serius juga gak papa. Langsung aja ya, udah kumpul nih?
6	S5	Yuk bu. Cepetan aja.
7	P	Bagaimana textsnya tadi? Apa kalian suka?
8	S4	Suka bu. Ada gambarnya. Gak bosenin.
9	S13	Menarik bu. Kalo bacaanya dong sih jadinya mboten ngantuk teng kelas.
10	S6	Seru bu.
11	P	Menariknya dimana?
12	S4	Ya ada gambarnya, teksnya gak panjang banget. Trus tadi pake kamus, jadinya tau artinya.
13	S5	Tulisannya gede bu, jadinya yo rak pusing membacanya tu bu. Yo mbak yo. Kalo pelajaran bhs Inggris ngentini terus penak bu. Itu gak bwat ngantuk. Apalagi kalo tau maksudnya, seneng.
14	S6	Ceritanya tentang legenda bu. Jadinya punya bayangan pas baca ceritanya. Gak susah-susah bacaanya. Menarikalah. Lanjutkan.
15	P	OK, sepertinya udah cukup. Makasih ya semuanya.
16	S13	Santai aja bu, You are welcome.

**Interview 9**

**P** : Peneliti  
**S8** : Reni  
**S9** : Sri Faidah  
**Tanggal** : 10 Desember 2009

1	P	Pa kabar? Capek?
2	S9	Iya bu, lemes.
3	P	Kenapa? Sakit?
4	S9	Gak papa sih, hehehe....
5	P	Bisa interview gak nih?
6	S9	Bisa bu, Cuma interview aja. Jadi serasa artis diinterview.
7	P	Artis Muhammadiyah Mungkid. Kenapa tadi kok gak mau maju ke depan jadi volunteer?
8	S9	Malu bu. Takut salah.
9	P	Lain kali gak perlu malu, kita kan juga sama-sama belajar. Adek tadi passive di kelas pas game menebak judul. Kenapa?
10	S8	Diangan-angan sih dah mau maju bu, tapi gak jadi. Takut salah.
11	P	Gak usah takut salah. Nanti jadi gak bisa. Salah gak papa, itulah kenapa kalian belajar, kenapa kkalian sekolah.
12	S8	Tapi ya tetep malu bu kalo salah. Gak enak aja.
13	S9	Iya, takut juga kalo salah.
14	P	Takut? Ma siapa? Emang suka gigit? Besok-besok berusaha lebih aktif ya, gak usah takut, gak usah malu. Cuek aja. Yang penting ada usaha untuk lebih baik. Makasih juga sudah luangin waktu.

**Interview 10**

**P** : Peneliti  
**S5** : Eka  
**S7** : Isna  
**S15** : Chandra  
**Tanggal** : 14 Desember 2009

1	P	Apa kabar kalian semua? Baik-baik aja?
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2	S5	Alhmd bu, kita sih baik-baik aja terus. Ibu pa kabar juga?
3	P	Alhmd baik juga. Saya mau nanya-nanya sedikit nih.
4	S5	Soal dikelas tadi ya bu?
5	P	Iya, tentang game di kelas. Menurut kalian gimana pelaksanaan mengajar bahasa Inggris dengan game?
6	S15	Seru bu. Sering-sering aja main game bu. Tiap pelajaran bahasa Inggris juga gak papa kok bu. Saya malah seneng.
7	S5	Asik bu... Saya jadi gak ngantuk. Gak ngebosenin.
8	P	Kalo adek, gimana gamenya tadi? Seneng gak jadi pemenang?
9	S7	Asik bu dapat hadiah. Gak pernah ada yang suka kasih hadiah bu. Jadinya lebih semangat kalo ada hadiahnya, yo Ka yo?
10	P	Trus tentang gamenya?
11	S7	Asik bu. Saya seneng pokokmen. Gak ngebosenin di kelas.
12	P	Membantu kalian untuk lebih tertarik dengan bahasa Inggris?
13	S5	Iya bu.
14	P	Membantunya gimana?
15	S5	Bahasa Inggris jadi gak bosenin. Seru gitu bu...
16	S15	Besok game terus aja bu.
17	S7	Dapat hadiah juga lho bu.
18	P	Ya insyaAllah.... Kalo emang sesuai dan buat kalian lebih tertarik bahasa Inggris, bisa bantu kalian memahami bahasa Inggris ya boleh.
19	S7	Horeeeeeee..... bener lho bu.
20	P	Iya, InsyaAllah ya. Makasih ya kerjasamanya kalian.

### Interview 11

**P** : Peneliti  
**S** : Siswa  
**SS** : Siswa-siswa  
**S16** : Rispan  
**Tanggal** : 14 Desember 2009

1	P	Asalamu'alaikum Wr. Wb.
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		Good morning class.....
2	SS	Wa'alaikumsalam Wr. Wb Ma'am.... Morning.....
3	P	How are you today?
4	SS	Fine..... And you? (sambil cekikikan)
5	P	I'm fine too. Thank. Sebelum kita mulai kegiatan belajar mengajar hari ini, saya mw memastikan apakah kalian semua sudah membawa kamus atau belum.
6	S	Sopo kui, ngaku..... Kalo saya bawa bu.
7	P	Siapa yang tidak membawa kamus hari ini?
8	SS	Rispan bu.....
9	S16	Enggak bu, saya bawa. Ini bukunya bu. Saya tadi pinjam di kantor.
10	P	Berarti kalian bawa semua ya hari ini?
11	SS	InsyaAllah, Alhamdulillah....
12	P	Terimakasih, thank you very much. Who is absent today? Ada yang absen tidak hari ini?
13	SS	Gak ada.
14	P	Good....

### Interview 12

**P** : Peneliti  
**S 11** : Tri Nur F  
**Tanggal** : 14 Desember 2009

1	P	Apa kalian merasakan manfaat membawa kamus pada jam pelajaran bahasa Inggris?
2	S11	Iya mbak, eh bu.
3	P	Apa bisa membantu adek-adek untuk memahami teks bacaannya tadi?
4	S11	Nggih mbak. Jadi paham teksnya. Bisa menambah kosa kata juga. Jadi semangat.

**Interview 13**

**P** : Peneliti  
**GBI** : Guru Bahasa Inggris  
**Tanggal** : 14 Desember 2009

1	P	Bu, pripun pendapat ibu tentang penggunaan kamus di jam bahasa Inggris?
2	GBI	Sangat membantu bu. Terutama membantu siswa untuk tau terjemahannya. Siswa sini kan kurang penguasaan kosa kata bahasa inggrisny
3	P	Jadi apakah memberi dampak positif terhadap penguasaan atau peningkatan kosa kata bahasa Inggris siswa-siswa di sini bu?
4	GBI	Iya. Sedikit banyak ya tetap memberikan dampak positif terhadap penguasaan kosa kata bahasa Inggris bagi siswa. Mereka sudah mau membuka kamus. Kalau menemukan sendiri artinya kan mudah diingat oleh mereka. Ya saya senang anak-anak jadi aktif, seneng belajar bahasa Inggris. Sudah tidak bolosan lagi, gak harus nyari-nyari ke warung kalo pas jam bahasa Inggris.

**Interview 14**

**P** : Peneliti  
**S5** : Eka  
**S9** : Sri Faidah  
**Tanggal** : 17 Desember 2009

1	P	Gamenya tadi gimana?
2	S5	Seru banget bu, asli.
3	P	Serunya di mana?
4	S5	Jadi gak ngantuk di kelas. Saya jadi seneng bahasa Inggris kkaloo seru seperti ini. Gak bosenin.
5	P	Paham gak sama pelajaran yang diajarkan tadi?
6	S5	Iya lah bu.
7	P	Kalau sampeyan dek?
8	S9	Asik bu. Saya senang, gak tegang. Gak ngantuk di kelas. Beda ma pelajaran biasanya.
9	P	Emang biasanya tegang?
10	S9	Ya gitu lah bu. Deg-degan aja. Sulit sih bu kalo bahasa tu.

**Interview 15**

**P** : Peneliti  
**S9** : Sri Faidah  
**S13** : Zaenal  
**Tanggal** : 17 Desember 2009

1	P	Kalo tentang kerja kelompok, gimana pendapat kalian?
2	S9	Saya senang bu kerja berkelompok. Lebih enak lagi kalo satu kelompok sama Isna, pasti dapat nilai bagus terus.
3	S13	Saya suka kerja kelompok dari pada kerja sendiri. Bisa tanya-tanya ma teman.

**Interview 16**

**P** : Peneliti  
**S7** : Isna  
**S13** : Zaenal  
**Tanggal** : 17 Desember 2009

1	P	Gimana rasanya dapat nilai tertinggi?
2	S7	Ya seneng bu. Tadi juga penasaran ma hadiahnya soalnya dibungkus kertas kado. Jadi penasaran.
3	P	Seneng gak dengan kegiatan kita tadi?
4	S13	Yang mana Miss?
5	P	Giving rewards seperti ngasih score dan hadiah tadi
6	S13	Iya.
7	P	Ada pengaruhnya bwat kalian pa gak dalam pembelajaran bahasa Inggris?
8	S13	Bwat saya jadi lebih semangat bu. Kan biar dapat hadiah juga. Jadinya belajarnya seneng. Apalagi kalo hadiahnya yang mahal-mahal seperti BB gitu bu, hehe...
9	P	Itu maunya.... Nanti aku tekor. Gurunya aja gak punya, hehehe...
10	S13	Hehehe..... nggih bu.

**Interview 17****P : Peneliti****GBI : Guru Bahasa Inggris****Tanggal : 17 Desember 2009**

1	P	Menurut ibu efektif atau tidak tentang penataan posisi kursi untuk kelancaran KBM di kelas?
2	GBI	Positif, selama tidak mengganggu ...mengurangi jam pelajaran ya mbak. Bisa untuk variasi siswa. Sebenarnya saya juga sudah menyarankan untuk geser tempat duduk tiap minggu sekali, tapi kok gak jalan lagi. Murid-murid sini masih seneng duduk 'empet-empedan ma teman dekatnya.
3	P	Ada yang mojak juga Bu.
4	GBI	Kalo Zaenal sama pacarnya tu sudah biasa. Udah sering dikandani kok ya masih ndablek. Anaknya juga rendah juga berfikirnya. Semoga aja menjadikan semangat untuk tetap masuk sekolah.
5	P	Hehehe.... iya bu. Motivasi tetep masuk sekolah.

## **APPENDIX B**

### **Observation Guide**

Petunjuk pengisian:

1. Beri tanda silang (x) pada setiap jawaban yang sesuai dengan kenyataan yang ada.
  2. Pilihan jawaban boleh lebih dari satu.
  3. Berilah jawaban dan penjelasan pada pertanyaan tertentu sesuai dengan kenyataan yang ada.
- 
1. Keterampilan membaca meliputi beberapa sub-keterampilan. Dari sub-keterampilan berikut manakah yang paling sulit dikuasai?
    - Menemukan informasi tertentu,
    - Menemukan pikiran utama tersirat,
    - Menemukan pikiran utama tersurat,
    - Mendapatkan gambaran umum tentang isi bacaan,
    - Menafsirkan makna kata, frasa, dan kalimat dalam bacaan.
  2. Kesulitan apa yang sering anda temui dalam mempelajari bahasa Inggris?
    - Kurangnya penguasaan kosa kata,
    - Kurangnya pengetahuan tata bahasa,
    - Pasif di dalam kelas,
    - Kurangnya rasa ingin tahu tentang bahasa Inggris,
    - Pelajaran bahasa Inggris sulit,
    - Mudah lupa kosa kata bahasa Inggris baru,
    - Sulit menerima penjelasan dari guru bahasa Inggris,
    - Malas membuka kamus untuk mencari makna kosa kata yang baru.
    - Guru bahasa Inggris galak,
    - Guru kurang jelas menerangkan,
    - Guru terlalu cepat dalam menerangkan,

3. Apakah sarana prasarana pengajaran bahasa Inggris sudah memadai? Jelaskan?
4. Apakah anda memiliki kamus? Apakah anda selalu membawa kamus dalam setiap pelajaran bahasa Inggris? Jelaskan alasan kalian.
5. Dalam pelajaran membaca, bagaimanakah materi yang tidak menarik menurut anda? Jelaskan.
6. Dalam pelajaran membaca, bagaimanakah materi yang menarik menurut anda? Jelaskan.

**Interview Guide**

1. Apakah kegiatan hari ini menyenangkan? Mengapa?
2. Apakah dalam mengikuti kegiatan mengalami kesulitan? Sebutkan kesulitannya.
3. Bagaimanakah teks bacaan yang digunakan? Menarik atau membosankan? Mengapa?
4. Apakah kegiatan belajar mengajar sudah terorganisir dengan baik?

## QUESTIONNAIRE

1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?
  - Menemukan informasi tertentu
  - Mendapatkan gambaran umum tentang bacaan
  - Menemukan pikiran utama tersurat
  - Menemukan pikiran utama tersirat
  - Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks
  - Mendapatkan rasa senang
2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:
  - Kurang memiliki semangat belajar
  - Kurang memiliki minat belajar bahasa Inggris
  - Tidak tahu cara belajar efektif
  - Kurang penguasaan kosa kata
  - Kurang pengetahuan tata bahasa
  - Kurang percaya diri
3. Berikan alasan mengapa teks bacaan dalam pelajaran reading dirasa tidak menarik.
4. Sebutkan kriteria teks bacaan dalam pelajaran reading yang menarik.



NO	KOMENTAR SISWA
1	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> </li> <li>3. Karena harus menguasai kosa kata dengan baik.</li> <li>4. Cerita rakyat.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> </li> <li>3. teks reading kurang menarik bagi saya karena tidak tahu secara menyeluruh dari artinya dalam sebuah bacaan. Jadi sulit aja untuk di pahami.</li> <li>4. Kriteria bacaan yg kiranya aku bias memahami artinya dan tahu maksudnya dan juga lengkap dgn gambar agar menarik perhatian si pembaca.</li> </ol>

3	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> </ul> </li> <li>3. <ol style="list-style-type: none"> <li>a. Kosa kata banyak yang tidak dimengerti</li> <li>b. sulit menafsirkan makna</li> <li>c. kalimat terlalu panjang</li> <li>d. sulit menemukan inti</li> </ol> </li> <li>4. <ol style="list-style-type: none"> <li>a. kosa kata adalah bahasa sehari-hari</li> <li>b. pokok pikiran tersurat</li> <li>c. kalimat tidak terlalu panjang</li> <li>d. kalimat mudah dipahami</li> </ol> </li> </ol>
4	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> </li> <li>3. <ol style="list-style-type: none"> <li>a. tidak tahu artinya</li> <li>b. kurangnya penguasaan kosa kata</li> <li>c. tidak ada gambar dalam teks reading</li> <li>d. tidak memiliki semangat belajar</li> <li>e. pasif dalam membaca</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>4.           <ol style="list-style-type: none"> <li>a. terdapat gambar dalam bacaan</li> <li>b. kata-kata yang mudah diartikan</li> <li>c. bacaan mudah dimengerti</li> <li>d. tidak terlalu panjang</li> </ol> </li> </ol>
5	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?           <ul style="list-style-type: none"> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:           <ul style="list-style-type: none"> <li>o Kurang memiliki semangat belajar</li> </ul> </li> <li>3. karena tidak ada gambarnya</li> <li>4.           <ol style="list-style-type: none"> <li>a. Yang ada gambarnya seperti komik.</li> <li>b. Yang bacaannya pendek.</li> </ol> </li> </ol>
6	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?           <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>o Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:           <ul style="list-style-type: none"> <li>o Kurang memiliki semangat belajar</li> <li>o Kurang memiliki minat belajar bahasa Inggris</li> <li>o Tidak tahu cara belajar efektif</li> <li>o Kurang penguasaan kosa kata</li> <li>o Kurang pengetahuan tata bahasa</li> <li>o Kurang percaya diri</li> </ul> </li> <li>3.           <ol style="list-style-type: none"> <li>a. Teksnya terlalu panjang</li> <li>b. kata-katanya sulit dimengerti</li> <li>c. sulit menafsirkan makna</li> </ol> </li> <li>4.           <ol style="list-style-type: none"> <li>a. Teksnya tidak terlalu panjang</li> <li>b. kata-katanya mudah dipahami</li> <li>c. kosa kata sudah sering digunakan</li> </ol> </li> </ol>

7	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> </li> <li>3. <ol style="list-style-type: none"> <li>a. Teks terlalu panjang</li> <li>b. sulit dipahami</li> <li>c. sulit dapat mengartikan</li> </ol> </li> <li>4. <ol style="list-style-type: none"> <li>a. Cerita legenda</li> <li>b. kalimatnya tidak terlalu panjang</li> <li>c. teks tidak terlalu panjang</li> <li>d. teks mudah dimengerti</li> </ol> </li> </ol>
8	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>3.               <ol style="list-style-type: none"> <li>a. Karena kosa kata sulit untuk dimengerti</li> <li>b. tidak paham artinya</li> <li>c. teksnya terlalu panjang</li> <li>d. karena tidak ada gambarnya yang seperti komik</li> </ol> </li> <li>4.               <ol style="list-style-type: none"> <li>a. Bahasa/ kosa kata mudah untuk dimengerti</li> <li>b. Bahasa/ kosa kata mudah untuk dipahami dengan jelas</li> <li>c. Kosa kata tidak panjang</li> </ol> </li> </ol>
9	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?               <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>o Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:               <ul style="list-style-type: none"> <li>o Kurang memiliki semangat belajar</li> <li>o Kurang memiliki minat belajar bahasa Inggris</li> <li>o Tidak tahu cara belajar efektif</li> <li>o Kurang penguasaan kosa kata</li> <li>o Kurang pengetahuan tata bahasa</li> <li>o Kurang percaya diri</li> </ul> </li> <li>3.               <ol style="list-style-type: none"> <li>a. Bacaannya yang panjang</li> <li>b. bahasanya sulit dimengerti</li> <li>c. kurangnya pengetahuan kosa kata</li> <li>d. kurangnya mengerti inti teks</li> </ol> </li> <li>4.               <ol style="list-style-type: none"> <li>a. bahasanya mudah dimengerti</li> <li>b. ada gambar-gambarnya yang menarik</li> <li>c. teksnya tidak terlalu panjang/ banyak</li> <li>d. penggunaan kosa kata yang mudah</li> </ol> </li> </ol>
10	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?               <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat</li> </ul> </li> </ol>

	<p>berdasarkan konteks</p> <ul style="list-style-type: none"> <li>○ Mendapatkan rasa senang</li> </ul> <p>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:</p> <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> <p>3. a. Karena kosa katanya sulit untuk dimengerti b. Tidak paham artinya c. Teksnya terlalu panjang d. Karena tidak ada gambar seperti komik</p> <p>4. a. bahasanya mudah dimengerti dan ada gambarnya b. Kosa katanya tidak panjang c. penggunaan kosa kata yang mudah</p>
11	<p>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?</p> <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> <p>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:</p> <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> <p>3. a. teks terlalu panjang b. teks sulit dipahami c. teks sulit mengartikannya</p> <p>4. a. cerita legenda b. kalimatnya tidak terlalu panjang c. teksnya tidak terlalu panjang</p>

	d. teks mudah dimengerti
12	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>o Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>o Kurang memiliki semangat belajar</li> <li>o Kurang memiliki minat belajar bahasa Inggris</li> <li>o Tidak tahu cara belajar efektif</li> <li>o Kurang penguasaan kosa kata</li> <li>o Kurang pengetahuan tata bahasa</li> <li>o Kurang percaya diri</li> </ul> </li> <li>3. <ol style="list-style-type: none"> <li>a. Teks terlalu panjang</li> <li>b. kata-katanya sulit dimengerti</li> <li>c. sulit menafsirkan makna</li> </ol> </li> <li>4. <ol style="list-style-type: none"> <li>a. kata-katanya mudah dipahami</li> <li>b. kosa katanya sudah sering digunakan</li> <li>c. teks tidak terlalu panjang</li> </ol> </li> </ol>
13	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai? <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>o Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris: <ul style="list-style-type: none"> <li>o Kurang memiliki semangat belajar</li> <li>o Kurang memiliki minat belajar bahasa Inggris</li> <li>o Tidak tahu cara belajar efektif</li> <li>o Kurang penguasaan kosa kata</li> <li>o Kurang pengetahuan tata bahasa</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>o Kurang percaya diri</li> </ul> <ol style="list-style-type: none"> <li>3.             <ol style="list-style-type: none"> <li>a. Teks kurang menarik</li> <li>b. gak suka bahasa asing</li> <li>c. cinta Indonesia</li> <li>d. bahasanya terlalu sulit, dibolak-balik</li> </ol> </li> <li>4.             <ol style="list-style-type: none"> <li>a. kosa katany mudah</li> <li>b. ada gambar ekspresinya</li> </ol> </li> </ol>
14	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?             <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>o Mendapatkan rasa senang</li> </ul> </li> <li>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:             <ul style="list-style-type: none"> <li>o Kurang memiliki semangat belajar</li> <li>o Kurang memiliki minat belajar bahasa Inggris</li> <li>o Tidak tahu cara belajar efektif</li> <li>o Kurang penguasaan kosa kata</li> <li>o Kurang pengetahuan tata bahasa</li> <li>o Kurang percaya diri</li> </ul> </li> <li>3.             <ol style="list-style-type: none"> <li>a. Teks terlalu panjang</li> <li>b. teks sulit dipahami</li> <li>c. kosa kata sulit dipahami</li> </ol> </li> <li>4.             <ol style="list-style-type: none"> <li>a. ringkas</li> <li>b. kosa kata mudah dipahami</li> <li>c. teks mudah dimengerti</li> </ol> </li> </ol>
15	<ol style="list-style-type: none"> <li>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?             <ul style="list-style-type: none"> <li>o Menemukan informasi tertentu</li> <li>o Mendapatkan gambaran umum tentang bacaan</li> <li>o Menemukan pikiran utama tersurat</li> <li>o Menemukan pikiran utama tersirat</li> <li>o Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>o Mendapatkan rasa senang</li> </ul> </li> </ol>



	<p>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:</p> <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> <p>3. Karena saya tidak suka bahasa pelajaran Inggris oleh karena itu kalo belajar selalu lupa teks dan juga gak ngerti.</p> <p>4. Aku tidak suka pelajaran bahasa asing jadi kalo menghafal kosa kata aku selalu lupa aku kan orangnya Indonesia banget</p>
16	<p>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut, manakah yang sulit dikuasai?</p> <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> <p>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:</p> <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> <p>3. a. Teks terlalu panjang b. teks sulit dipahami c. kosa kata sulit dimengerti</p> <p>4. a. ringkas b. kosa kata mudah dipahami c. temanya lucu</p>
17	<p>1. Keterampilan membaca meliputi beberapa sub keterampilan. Dari sub-sub keterampilan berikut,</p>

	<p>manakah yang sulit dikuasai?</p> <ul style="list-style-type: none"> <li>○ Menemukan informasi tertentu</li> <li>○ Mendapatkan gambaran umum tentang bacaan</li> <li>○ Menemukan pikiran utama tersurat</li> <li>○ Menemukan pikiran utama tersirat</li> <li>○ Menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks</li> <li>○ Mendapatkan rasa senang</li> </ul> <p>2. Kesulitan apa yang anda temui dalam mempelajari bahasa Inggris:</p> <ul style="list-style-type: none"> <li>○ Kurang memiliki semangat belajar</li> <li>○ Kurang memiliki minat belajar bahasa Inggris</li> <li>○ Tidak tahu cara belajar efektif</li> <li>○ Kurang penguasaan kosa kata</li> <li>○ Kurang pengetahuan tata bahasa</li> <li>○ Kurang percaya diri</li> </ul> <p>3. a. karena kurangnya pemahaman teks b. karena kurangnya pemahaman arti kata</p> <p>4. Yang pasti yang bias saya pahami dan bias saya mengerti dari semua bacaan itu.</p>
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### Kuesioner 1

Berikut adalah daftar masalah yang ditemukan di lapangan berdasarkan hasil observasi dan interview di kelas XI IPS SMA Muhammadiyah Mungkid.

Kategorikan masalah berdasarkan tingkat **kesulitan (Tinggi, Medium, dan Rendah)** untuk diselesaikan dengan memberikan tanda (√) pada kolom yang sesuai.

No	Masalah	T	M	R
1	Siswa berfikir bahwa bahasa Inggris adalah pelajaran yang sulit.			
2	Siswa tidak suka dengan pelajaran bahasa Inggris.			
3	Siswa tidak tertarik belajar bahasa Inggris.			
4	Siswa memiliki kesulitan dalam memahami text bacaan.			
5	Siswa kesulitan dalam mengingat kosa kata baru bahasa Inggris.			
6	Siswa bosan ketika kegiatan belajar mengajar bahasa Inggris berlangsung.			
7	Beberapa siswa mengobrol dengan temannya ketika kegiatan belajar mengajar berlangsung.			
8	Siswa mudah lupa kosa kata bahasa Inggris baru.			
9	Kebanyakan siswa tidak memiliki kamus bahasa Inggris.			
10	Siswa tidak suka membawa kamus ke sekolah.			
11	Siswa malas membuka kamus ketika mereka menemukan kosa kata bahasa Inggris yang baru/ asing.			
12	Siswa mengalami kesulitan dalam memahami penjelasan guru.			
13	Kebanyakan siswa memiliki nilai bahasa Inggris yang rendah.			
14	Siswa mengalami keterbatasan penguasaan kosa kata bahasa Inggris.			
15	Siswa tidak suka membaca tek berbahasa Inggris.			
16	Penjelasan guru tidak jelas.			
17	Cara guru menjelaskan pelajaran terlalu cepat.			

18	Guru tidak tegas.			
19	Teks bahasa Inggris terlalu panjang.			
20	Tidak ada gambar di dalam teks bacaan.			
21	Topik teks bacaan tidak menarik.			
22	Buku-buku bahasa Inggris di perpustakaan terbatas.			
23	Suasana kelas gelap.			
24	Gedung kelas tua, sering bocor.			
25	Ruang kelas kotor.			
26	Penataan kursi serabutan.			
27	Jadwal pelajaran bahasa Inggris di siang hari.			
28	Jam pelajaran pendek.			
29	Tidak ada media pendukung dalam pembelajaran bahasa Inggris.			

T : Tinggi  
M : Medium  
R : Rendah

### Kuesioner 2

Berikut adalah daftar masalah yang ditemukan di lapangan berdasarkan hasil observasi dan interview di kelas XI IPS SMA Muhammadiyah Mungkid.

Kategorikan masalah berdasarkan tingkat **urgensi (mendesak)** untuk diselesaikan dengan memberikan tanda (√) pada kolom yang sesuai.

No	Masalah	SM	M	KM
1	Siswa berfikir bahwa bahasa Inggris adalah pelajaran yang sulit.			
2	Siswa tidak suka dengan pelajaran bahasa Inggris.			
3	Siswa tidak tertarik belajar bahasa Inggris.			
4	Siswa memiliki kesulitan dalam memahami text bacaan.			
5	Siswa bosan ketika kegiatan belajar mengajar bahasa Inggris berlangsung.			
6	Beberapa siswa mengobrol dengan temannya ketika kegiatan belajar mengajar berlangsung.			
7	Siswa mudah lupa kosa kata bahasa Inggris baru.			
8	Kebanyakan siswa tidak memiliki kamus bahasa Inggris.			
9	Siswa malas membuka kamus ke sekolah.			
10	Kebanyakan siswa memiliki nilai bahasa Inggris yang rendah.			
11	Siswa tidak suka membaca teks berbahasa Inggris.			
12	Penjelasan guru tidak jelas.			
13	Cara guru menjelaskan pelajaran terlalu cepat.			
14	Guru tidak tegas.			
15	Topik teks bacaan tidak menarik.			
16	Buku-buku bahasa Inggris di perpustakaan terbatas.			
17	Penataan kursi serabutan.			
18	Teks bahasa Inggris terlalu panjang.			
19	Siswa mengalami keterbatasan penguasaan kosa kata bahasa Inggris.			
20	Tidak ada media pendukung dalam pembelajaran bahasa Inggris.			

SM : Sangat Mendesak

M : Mendesak

KM: Kurang Mendesak

### Kuesioner 3

Berikut adalah daftar masalah yang ditemukan di lapangan berdasarkan hasil observasi dan interview di kelas XI IPS SMA Muhammadiyah Mungkid.

Kategorikan masalah berdasarkan tingkat **feasibility (kemungkinan untuk dikerjakan)** untuk diselesaikan dengan memberikan tanda (√) pada kolom yang sesuai.

No	Problems	SM	M	KM
1	Siswa tidak tertarik belajar bahasa Inggris.			
2	Siswa bosan ketika kegiatan belajar mengajar bahasa Inggris berlangsung.			
3	Beberapa siswa mengobrol dengan temannya ketika kegiatan belajar mengajar berlangsung.			
4	Siswa tidak suka membaca teks berbahasa Inggris.			
5	Penataan kursi serabutan.			
6	Siswa mengalami keterbatasan penguasaan kosa kata bahasa Inggris.			

SM : Sangat Memungkinkan

M : Memungkinkan

KM : Kurang Memungkinkan

**Hari/ tanggal :** \_\_\_\_\_

Isilah sesuai dengan keadaan yang sebenarnya.

Tuliskan kesan, kritik, dan saran terhadap kegiatan belajar mengajar bahasa Inggris.

1. Bagaimanakah menurut anda terhadap penggunaan kamus bahasa Inggris di dalam kelas selama pelajaran bahasa Inggris?
2. Bagaimanakah menurut anda terhadap penggunaan *Authentic text* dalam pelajaran membaca?
3. Bagaimanakah menurut anda terhadap penggunaan games dalam pembelajaran bahasa Inggris?

NO	Komentar Siswa
1	Menarik, temanya menarik tentang legenda.
2	Asik bu..... Bacaannya seru. Jadi asik ampe gak krasa pas jam bahasa Inggris.
3	Menarik Saya suka, I love you pull
4	Seru abizzzz.... Teksnya menarik.
5	Teksnya seru, yang pas tangkuban perahu. Apa lagi bu gurunya asik pas neranginnya tadi.
6	Bacaanya menarik, saya jadi suka bahasa inggris.
7	Kata-katanya tidak sulit, mudah dipahami. Saya seneng kalo mudheng ma bacaannya. Biasanya ngebosenin kalo pas pelajaran bahasa inggris.
8	Bagus bu. OK
9	aQ sk baNget. sueR bu, seRu....
10	Bacaanya menarik. Saya jadi gak ngantuk di kelas.
11	Bacaannya menarik. Saya jadi g ngantuk di kelas. Saya semakin suka membaca. Thanx bu teksnya boleh dibawa pulang.
12	Bacaannya menarik, ada gambarnya ma gak terlalu panjang. Saya senang karena saya paham.
13	Teksnya bagus, apalagi ceritanya saya ngerti.
14	Bacaannya menarik.



Kesan siswa setelah kegiatan belajar mengajar berakhir.

NO	Komentar siswa
1	Bagaimana sih bu biar pintar B. Inggris. Setiap kali aku mengapal kata2 B. Inggris aku selalu lupa.
2	Kesan: sangat senang karena disuruh b'nyayi ke depan. Pesan: pertahankan kehumorisannya.
3	Lumayan asik Teruskan wae, lanjutkan
4	Aku cukup senang aj kok karena, pelajaran hari ini belajarnya bersama-sama. Lebih baik kalau kasih tugas, ngerjainnya kelompok aj.
5	Senang banget
6	Nyebelin, kelompokku kalah
7	Good Enjoyable
8	Hump seru banget
9	Good Enjoyable
10	Begitu menantang
11	Good Enjoyable
12	Seneng banget....!!! Pelajaranya menyenangkan dan asik
13	Jujur kesan belajar hari ini asik banget, sering-sering di adain kuis ya. Lanjutkan bu

NO	Komentar siswa
1	<ul style="list-style-type: none"> <li>- Menyenangkan</li> <li>- BisA diikuti</li> <li>- Dapat menjadi kreatif</li> </ul>
2	<ul style="list-style-type: none"> <li>- Sangat menyenangkan</li> </ul>
3	Cukup menyenangkan dan mudah dipelajari dg jelas cara menerangkannya
4	<ul style="list-style-type: none"> <li>- I love you full</li> <li>- I like you full</li> </ul>
5	Pendapat saya soalnya mudah tapi saya kurang memahami artinya Cuma itu
6	OK
7	Sebenarnya menyenangkan tp ak gk semangat cz znl gk brngkat. Hehehe...

NO	Komentar siswa
1	Menyenangkan tp ngantuk.
2	Tdk begitu sulit, cukup menyenangkan.
3	Pelajarannya asik, mudah dipelajari, dan menyenangkan
4	Materinnya menyenangkan tp bikin ngantuk T_T
5	Menurut saya sangat menyenangkan walaupun ngerjain soalnya ngga bisa. Hahaha....
6	Ok
7	Ok
8	Pelajaran pada hari senin bagi saya kurang mengerti karena saya tidak mendengarkan
9	Menyenangkan tetapi terlalu banyak teksnya/teorinya

## APPENDIX C

### OBJECTIVE ANALYSIS

**Table Objective analysis**

**Problem 1: Students lacked of English vocabulary**

Problem A	Students lacked of English vocabularies	
Objective Analysis	The final objective of problem A	The students were able to find the meaning of English words and translate the English words into Indonesian.
	Objective A1	Finding the cause why the students lack English vocabulary
	Objective A2	1. Observed the teacher factor as the alternative cause of problem A <ul style="list-style-type: none"> <li>• The teacher did not give attention to the students to help them in increasing English vocabulary.</li> </ul>
		2. Observed the students factor as the alternative cause of problem A <ul style="list-style-type: none"> <li>• Students were difficult to memorize the new English vocabulary</li> <li>• Students forgot the English vocabulary easily</li> <li>• Most of the students did not have English dictionary</li> <li>• Students did not like to bring dictionary in the class</li> <li>• Students were lazy to bring dictionary in the class</li> <li>• Students were lazy to open dictionary when they found a new English word</li> </ul>
		3. Observed the materials factor as the alternative cause of problem A <ul style="list-style-type: none"> <li>• The vocabularies of the text were difficult.</li> </ul>

		<ul style="list-style-type: none"> <li>• The vocabularies of the text were unfamiliar for the students.</li> <li>• The vocabularies of the text were rarely used or found around the students' life.</li> </ul>
		<p>4. Observed the methods factor as the alternative cause of problem A</p> <ul style="list-style-type: none"> <li>• The use of limited methods did not enable the teacher to help the students to increase the vocabulary.</li> </ul>
		<p>5. Observed the others factor as the alternative cause of problem A</p> <ul style="list-style-type: none"> <li>• The room was dirty</li> <li>• The class was not comfortable</li> </ul>
	Objective A3	<ol style="list-style-type: none"> <li>1. Abolished the teacher factor as the causes of problem A</li> <li>2. Abolished the students factor as the causes of problem A</li> <li>3. Abolished the materials factor as the causes of problem A</li> <li>4. Abolished the methods factor as the causes of problem A</li> <li>5. Abolished the other factor as the causes of problem A</li> </ol>

**Table Objective analysis****Problem 2: Students did not like reading English**

Problem B	The students did not like reading English	
Objective Analysis	The final objective of problem B	The students like reading English.
	Objective B1	Finding the cause why the students did not like reading English.
	Objective B2	1. Observed the teacher factor as the alternative cause of problem B <ul style="list-style-type: none"> <li>• The teacher did not give an interesting text.</li> <li>• The teacher was too busy to search for interesting English text in teaching reading.</li> </ul>
		2. Observed the students factor as the alternative cause of problem B <ul style="list-style-type: none"> <li>• Students did not really like the English lesson</li> <li>• Students were not interesting in learning English</li> <li>• Students had difficulties in understanding the text</li> <li>• The students did not like reading English</li> <li>• Students lacked English vocabulary</li> </ul>
		3. Observed the materials factor as the alternative cause of problem B <ul style="list-style-type: none"> <li>• The reading text were too long</li> <li>• There was no picture in the reading texts</li> <li>• The reading texts were not interesting</li> <li>• The topic of the text was not interesting</li> </ul>
		4. Observed the methods factor as the alternative cause of problem B <ul style="list-style-type: none"> <li>• The use of limited methods did not enable the teacher to help the students to use an interesting English text.</li> </ul>

		<p>5. Observed the others factor as the alternative cause of problem B</p> <ul style="list-style-type: none"> <li>• The English handbooks in the library were limited</li> <li>• The class was not comfortable</li> </ul>
	Objective B3	<p>1. Abolished the teacher factor as the causes of problem B</p> <p>2. Abolished the students factor as the causes of problem B</p> <p>3. Abolished the materials factor as the causes of problem B</p> <p>4. Abolished the methods factor as the causes of problem B</p> <p>5. Abolished the other factor as the causes of problem B</p>

**Table Objective analysis****Problem 3: Students were not interested in learning English**

Problem C	Students were not interested in learning English	
Objective Analysis	The final objective of problem C	Students were interested in learning English.
	Objective C1	Finding the cause why the students were not interesting in learning English.
	Objective C2	1. Observed the teacher factor as the alternative cause of problem C <ul style="list-style-type: none"> <li>• The teachers' explanation was not clear</li> <li>• The teacher was too busy to search for interesting English texts in teaching reading.</li> </ul>
		2. Observed the students factor as the alternative cause of problem C <ul style="list-style-type: none"> <li>• Students thought that English was difficult</li> <li>• Students did not really like the English lesson</li> <li>• Students were not interested in learning English</li> <li>• The students did not like reading English</li> <li>• Students lacked of English vocabulary</li> <li>• Students were difficult in understanding the teacher's explanation</li> <li>• The students get bored in the English learning process</li> </ul>
		3. Observed the materials factor as the alternative cause of problem C <ul style="list-style-type: none"> <li>• The reading text were too long</li> <li>• The reading texts were not interesting</li> <li>• The topic of the text was not interesting</li> </ul>
		4. Observed the methods factor as the alternative cause of problem C

		<ul style="list-style-type: none"> <li>• The use of limited methods did not enable the teacher to use various and interesting methods.</li> </ul>
		<p>5. Observed the others factor as the alternative cause of problem C</p> <ul style="list-style-type: none"> <li>• There was no supported media to learn English</li> <li>• The schedule was in the afternoon</li> <li>• The English handbooks in the library were limited</li> <li>• The class was not comfortable</li> </ul>
	Objective C3	<ol style="list-style-type: none"> <li>1. Abolished the teacher factor as the causes of problem C</li> <li>2. Abolished the students factor as the causes of problem C</li> <li>3. Abolished the materials factor as the causes of problem C</li> <li>4. Abolished the methods factor as the causes of problem C</li> <li>5. Abolished the other factor as the causes of problem C</li> </ol>



**Table Objective analysis****Problem 4: Some students talked to each others during the English lesson**

Problem D	Some students talked to each others during the English lesson	
Objective Analysis	The final objective of problem D	Some students did not talk to each others during the English lesson and gave more attention to English teaching and learning process.
	Objective D1	Finding the cause why the students talked to each others during the English lesson
	Objective D2	1. Observed the teacher factor as the alternative cause of problem D <ul style="list-style-type: none"> <li>• The teacher did not give more attention to the students in English teaching and learning process.</li> <li>• The teachers' explanation was not clearly.</li> <li>• The teacher did not use an interesting material.</li> <li>• The teacher did not use an interesting method.</li> </ul>
		2. Observed the students factor as the alternative cause of problem D <ul style="list-style-type: none"> <li>• Students thought that English was difficult</li> <li>• Students did not really like the English lesson</li> <li>• Students were not interested in learning English</li> <li>• Students were difficult in understanding the teacher's explanation</li> <li>• The students get bored in the English learning process</li> </ul>
		3. Observed the materials factor as the alternative cause of problem D <ul style="list-style-type: none"> <li>• The reading text were too long</li> <li>• The reading texts were not interesting</li> <li>• The topic of the text was not interesting</li> <li>• The vocabularies of the text were difficult.</li> </ul>

		<ul style="list-style-type: none"> <li>• The vocabularies of the text were unfamiliar for the students.</li> </ul>
		<p>4. Observed the methods factor as the alternative cause of problem D</p> <ul style="list-style-type: none"> <li>• The use of limited methods did not enable the teacher to use various and interesting methods.</li> </ul>
		<p>5. Observed the others factor as the alternative cause of problem D</p> <ul style="list-style-type: none"> <li>• There was no supported media to learn English</li> <li>• The schedule was in the afternoon</li> <li>• The class was not comfortable to learn</li> </ul>
	Objective D3	<ol style="list-style-type: none"> <li>1. Abolished the teacher factor as the causes of problem D</li> <li>2. Abolished the students factor as the causes of problem D</li> <li>3. Abolished the materials factor as the causes of problem D</li> <li>4. Abolished the methods factor as the causes of problem D</li> <li>5. Abolished the other factor as the causes of problem D</li> </ol>

### Table Objective analysis

#### Problem 5: The students got bored in the English learning process

Problem E	The students got bored in the English learning process	
Objective Analysis	The final objective of problem E	The students did not get bored in the English learning process.
	Objective E1	Finding the cause why the students get bored in the English learning process.
	Objective E2	1. Observed the teacher factor as the alternative cause of problem E <ul style="list-style-type: none"> <li>• The teacher did not give more attention to the students in English teaching and learning process.</li> <li>• The teachers' explanation was not clear.</li> <li>• The teacher did not use an interesting material.</li> <li>• The teacher did not use an interesting method.</li> </ul>
		2. Observed the students factor as the alternative cause of problem E <ul style="list-style-type: none"> <li>• Students thought that English was difficult</li> <li>• Students did not really like the English lesson</li> <li>• Students were not interested in learning English</li> <li>• Students were difficult in understanding the teacher's explanation</li> </ul>
		3. Observed the materials factor as the alternative cause of problem E <ul style="list-style-type: none"> <li>• The reading text were too long</li> <li>• The reading texts were not interesting</li> <li>• The topic of the text was not interesting</li> </ul>
		4. Observed the methods factor as the alternative cause of problem E <ul style="list-style-type: none"> <li>• The use of limited methods did not enable the</li> </ul>

		teacher to use various and interesting methods.
		5. Observed the others factor as the alternative cause of problem E <ul style="list-style-type: none"> <li>• There was no supported media to learn English</li> <li>• The class was not comfortable</li> </ul>
	Objective E3	1. Abolished the teacher factor as the causes of problem E 2. Abolished the students factor as the causes of problem E 3. Abolished the materials factor as the causes of problem E 4. Abolished the methods factor as the causes of problem E 5. Abolished the other factor as the causes of problem E

**Table Objective analysis****Problem 6: The seating arrangement was not neat and orderly**

Problem F	The seating arrangement was not neat and orderly	
Objective Analysis	The final objective of problem F	The students obey the class rules especially in the seating arrangement to support the success of English teaching and learning process.
	Objective F1	Finding the cause why the students like to sit in the back and like to arrange their chairs not neat and orderly.
	Objective F2	1. Observed the teacher factor as the alternative cause of problem E <ul style="list-style-type: none"> <li>The teacher did not give more attention to the students in English teaching and learning process.</li> </ul>
		2. Observed the students factor as the alternative cause of problem F <ul style="list-style-type: none"> <li>Students did not really like the English lesson</li> <li>Students were not interested in learning English</li> <li>Students were difficult in understanding the teacher's explanation</li> <li>The students get bored in the English learning process</li> </ul>
		3. Observed the materials factor as the alternative cause of problem F <ul style="list-style-type: none"> <li>The reading text were too long</li> <li>The reading texts were not interesting</li> <li>The topic of the text was not interesting</li> </ul>
		4. Observed the methods factor as the alternative cause of problem F <ul style="list-style-type: none"> <li>The use of limited methods did not enable the teacher to use various and interesting methods.</li> </ul>

		<p>5. Observed the others factor as the alternative cause of problem F</p> <ul style="list-style-type: none"> <li>• There was no supported media to learn English</li> <li>• The schedule was in the afternoon</li> <li>• The class was not comfortable to learn</li> </ul>
	Objective F3	<p>1. Abolished the teacher factor as the causes of problem F</p> <p>2. Abolished the students factor as the causes of problem F</p> <p>3. Abolished the materials factor as the causes of problem F</p> <p>4. Abolished the methods factor as the causes of problem F</p> <p>5. Abolished the other factor as the causes of problem F</p>

**Table 15. The summary of the general findings**

<b>Aspects/ Problems</b>	<b>Actions</b>	<b>Before the Treatment</b>	<b>The Results after Cycle 1</b>	<b>The Results in Cycle 2</b>
1. The students (The students lacked English vocabulary)	Asking the students to bring and use English dictionaries	<ol style="list-style-type: none"> <li>1. The students lacked English vocabulary.</li> <li>2. The students did not like to read English texts.</li> <li>3. The students were lazy to bring an English dictionary into the class.</li> </ol>	<p><b>Positive results:</b></p> <ol style="list-style-type: none"> <li>1. The students were able to find the meaning of the English words easily and it helped them to understand the texts.</li> <li>2. The students were eager to read English texts.</li> <li>3. The number of the students who brought English dictionaries increased.</li> </ol> <p><b>Negative results:</b></p> <ol style="list-style-type: none"> <li>1. Some students still did not bring English dictionaries into the class.</li> <li>2. The English teaching and learning process was disturbed because students had to share the</li> </ol>	<ol style="list-style-type: none"> <li>1. The students were able to find the meaning of the English words and translate them into Indonesian easily.</li> <li>2. The students were helped to understand the texts easily.</li> <li>3. All the students brought English dictionaries and opened them to find the meaning of difficult English words during the English teaching and learning process.</li> </ol>

			English dictionaries with their friends. 3. Some students were lazy to open English dictionaries.	
2. The students (The students did not like reading English)  Media (The topic of the reading text was not interesting)	Providing and using authentic texts	1. The students did not like reading English. 2. The students thought that the texts were not interesting. 3. The students had difficulties in understanding the texts. 4. The students did not really like the English lesson.	1. The students were interested to read English texts because they were able to understand the texts easily. 2. The students were interested to learn English and not sleepy to the class. 3. The students got a reading variation. 4. The English teacher could find an alternative for her teaching technique.	1. The students were interested to read English texts because they were able to understand the texts easily. 2. The students were interested to learn English and not sleepy to the class. 3. The students got a reading variation. 4. The English teacher could find an alternative for her teaching technique.
3. The Students (The students got bored during the English teaching and learning process)	Conducting and using games in the English teaching and learning process	1. The students got bored during the English teaching and learning process. 2. Some students talked to	<b>Positive results:</b>  1. The students were relaxed and interested to learn English.	1. The students were interested to learn English. 2. The students felt relaxed and enjoy the



		<p>each other during the English lesson.</p>	<ol style="list-style-type: none"> <li>2. The students enjoyed the lesson.</li> <li>3. Some students were actively joining the game.</li> <li>4. The implementation of the game gave idea to the original English teacher to vary her teaching technique.</li> </ol> <p><b>Negative results:</b></p> <ol style="list-style-type: none"> <li>1. Some students were still passive in the class.</li> <li>2. Some students were still not confident to play the game.</li> <li>3. The students did not finish the game in the time provided.</li> <li>4. The students needed longer time to finish the game.</li> <li>5. The students still made noise during the game</li> </ol>	<p>lesson.</p> <ol style="list-style-type: none"> <li>3. All students were active participate the action.</li> <li>4. The students finished the game in the time provided.</li> <li>5. The noise in the class could be minimized.</li> </ol>
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			and it disturbed other class during the learning process of reading.	
4. The students (Some students preferred to talk to each others about other things than about the lesson during the English teaching and learning process.	Conducting group work	<ol style="list-style-type: none"> <li>1. The students did not really like the English lesson.</li> <li>2. The students got bored in the English learning process.</li> <li>3. Some students preferred to talk to each others about other things than about the lesson during the English teaching and learning process.</li> <li>4. The students' English reading achievement was low.</li> </ol>		<ol style="list-style-type: none"> <li>1. The students were interested to learn English.</li> <li>2. The students felt relax and enjoyed the lesson.</li> <li>3. All students actively discussed the lessons and participated in the action.</li> <li>4. The students' achievement in doing tasks in group work was higher than when they were doing them individually.</li> </ol>
5. The students (Students got bored in the English learning process)	Giving Rewards	<ol style="list-style-type: none"> <li>1. The students did not really like the English lesson.</li> <li>2. The students got bored in the English learning process.</li> <li>3. Some students were</li> </ol>		<ol style="list-style-type: none"> <li>1. The students were interested in learning English.</li> <li>2. The students enjoyed and gave good participation in the English teaching and</li> </ol>

		unmotivated in doing the exercises.		<p>learning process.</p> <p>3. The students were motivated to do the exercises.</p> <p>4. The students were not bored anymore in the class during the learning process of reading.</p>
<p>6. Classroom Management (Seating arrangement was not neat and orderly)</p> <p>The problem made the situation not conducive because the students who seated in the back made noise during the learning process of reading. It disturbed the other classes.</p>	Arranging the chairs every meeting	<p>1. The students did not pay attention to the teacher's explanation and preferred to chat with their friends.</p> <p>2. The students made noise during the English teaching and learning process and disturbed the other classes.</p> <p>3. The situation of the reading English teaching and learning process were not conducive.</p>		<p>1. The students paid attention to the teacher's explanation.</p> <p>2. The noise in the class could be minimized.</p> <p>3. The atmosphere of the reading English teaching and learning were conducive.</p>

DAFTAR NAMA DAN PRESENSI KELAS XI ILMU SOSIAL

**SMA MUHAMMADIYAH MUNGKID**

Semester Ganjil Tahun Pelajaran 2009/2010

Mata Pelajaran: **Bahasa Inggris**

No	Nama Siswa	L/ P	Pertemuan ke-.../ Tanggal .... 2009						% Kehadiran
			1	2	3	4	5	6	
			3/12	7/12	10/12	14/12	17/12	21/12	
1	Abdul Karim	L	√	√	√	√	√	√	100%
2	Aris Pujiyanto	L	√	√	√	√	√	√	100%
3	Budi Lestari	P	√	√	√	√	√	√	100%
4	Defi Kumalasa	P	√	√	√	√	√	√	100%
5	Eka Apriyani	P	√	√	√	√	√	√	100%
6	Finaria	P	√	√	√	√	√	√	100%
7	Isnaeni Nur H.	P	√	√	√	√	√	√	100%
8	Reni Melani	P	√	√	√	√	√	√	100%
9	Sri Faidah	P	√	√	√	√	√	√	100%
10	Sri Faizah	P	√	√	√	S	√	√	100%
11	Tri Nurfajriatni	P	√	√	√	√	√	√	100%
12	Slamet Romadhon	L	√	√	√	√	√	√	100%
13	Zaenal Arifin	L	√	√	√	√	√	√	100%
14	Bambang S	L	√	√	√	√	√	√	100%
15	Candra	L	√	√	√	√	√	√	100%
16	Rispan Pujangga	L	√	a	√	√	√	√	83%

S : sakit

A : alpha

I : ijin

Keterangan:

Laki-laki : 7

Perempuan : 9

Jumlah : 16

Mengetahui  
Kepala Sekolah,

Dra. Siti Maemonah

Magelang, Desember 2009  
Guru Pengampu,

Dra. Siti Aminah